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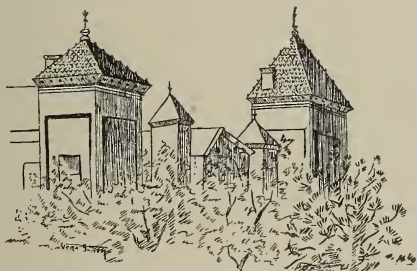
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HARDIN COLLEGE AND CONSERVATORY OF MUSIC.

REGISTER OF STUDENTS, 1908-1909.
PROGRAMME, 1909-1910.

HARDIN COLLEGE



AND

Conservatory of Music

MEXICO, MISSOURI.

Board of Trustees.

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J. R. JESSE.	N. R. RODES.

R. D. WORRELL.

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Calendar.

First Semester begins Tuesday, September 14, 1909.

Registration and Classification of New Students, Tuesday and Wednesday, September 14th and 15th. Regular Recitations begin Thursday, September 16th.

Reception to New Students by the Faculty and Y. W. C. A., Saturday, September 18th, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Monday, January 17th.

Mid-year Examinations, January 25th to 29th.

Washington's Birthday.

May Festival: Students' Recitals in Music and Expression; Art Levee.

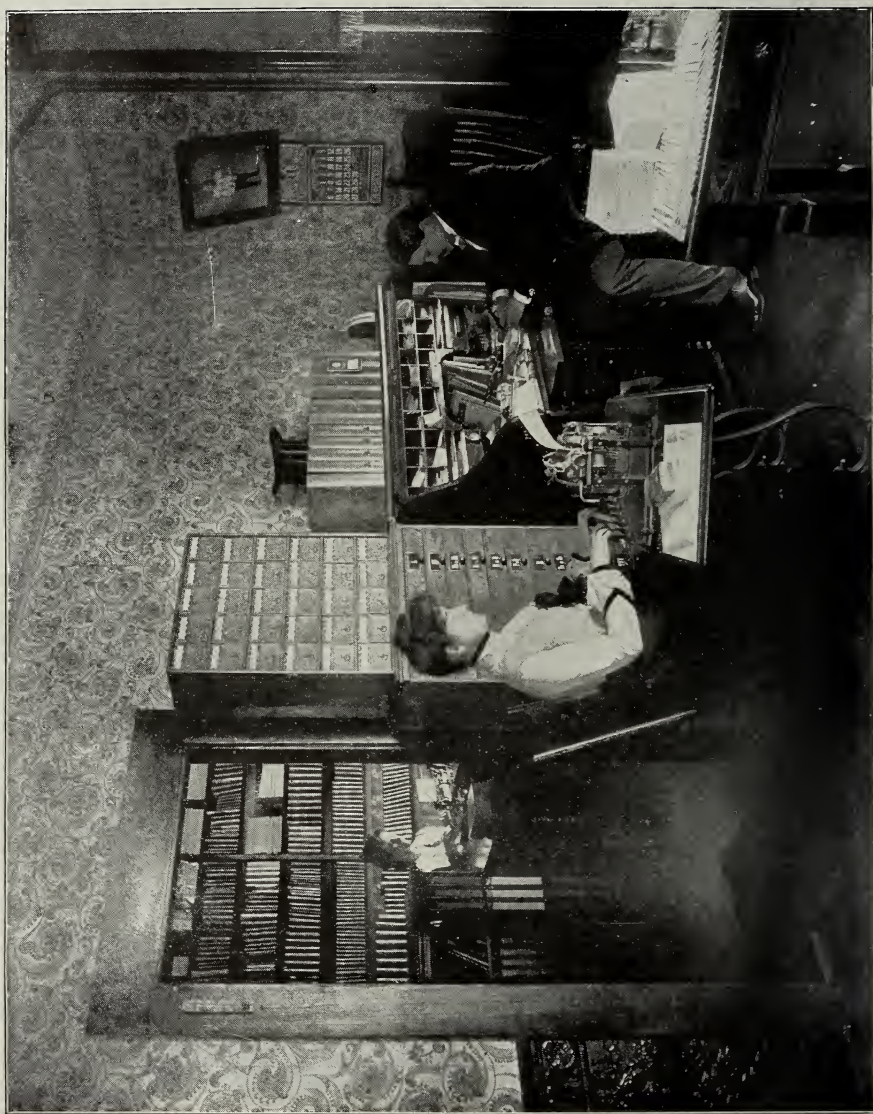
Alumnæ Banquet.

Final Examinations.

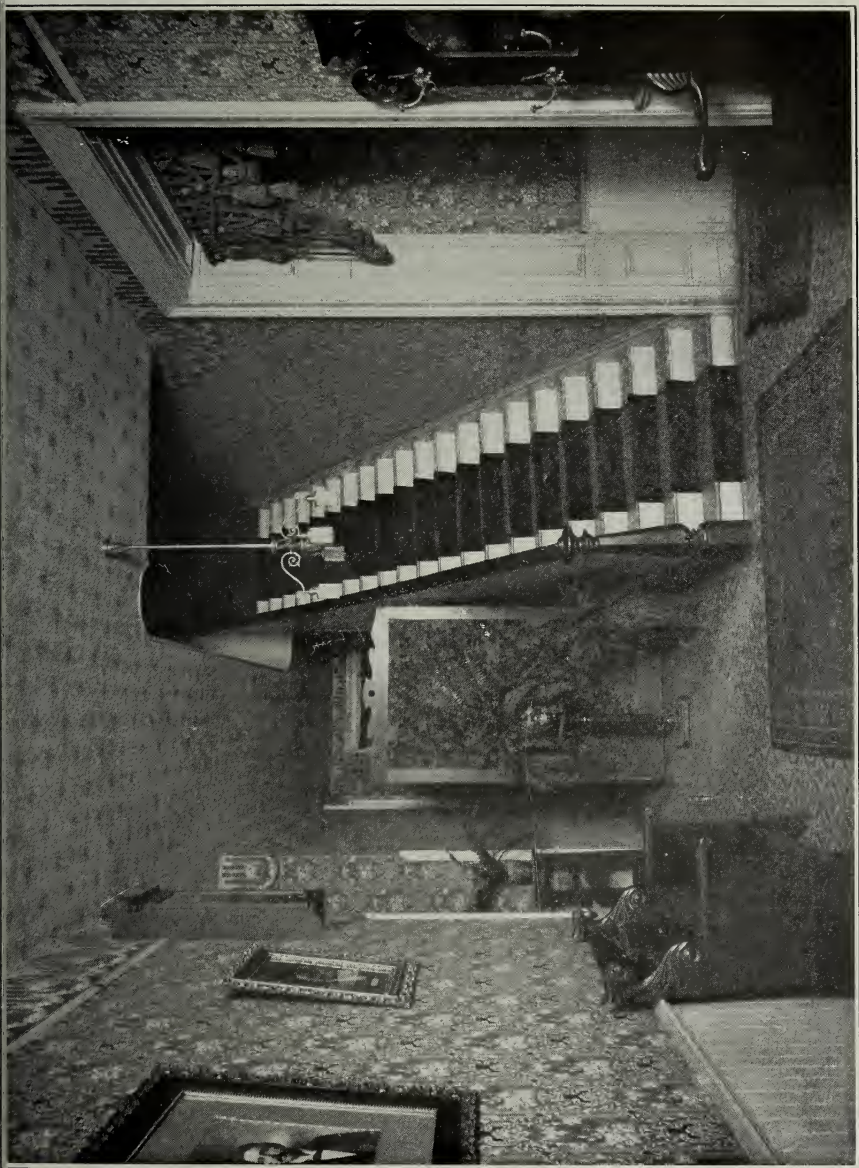
Baccalaureate Sunday, May 29th.

Commencement Day, Awarding of all Diplomas, Tuesday, May 31st.

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THE OFFICE.



FRONT HALL.

Faculty, 1909-1910.

JOHN W. MILLION, *Political Economy, History.*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Professor of History and Political Economy, Hardin College, 1895-97; President of Hardin College since 1897; Member of American Economic Association; Active Member of National Educational Association; Second Vice-President of the State Historical Society of Missouri; Author of "State Aid to Railways in Missouri"; Member of National Geographical Society; Member of Advisory Council, World's Best Orations.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table.*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, Md., 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MISS ELIZABETH PATTERSON, *Assistant in Greek and Latin.*

A.B., Hardin College, 1906; A.B., Missouri State University, 1908; Hardin College, 1908-09.

MRS. H. M. RICHARDSON, *Lady Principal, Bible.*

Twenty years' experience in girls' schools (Baptist Female College, Lexington, Mo., and Hardin College); highly recommended by President W. A. Wilson, Baylor College, Belton, Texas; H. C. Wallace, Lexington, Mo.; Rev. G. W. Hyde, Lexington, Mo., and W. N. Collins, Superintendent of Postal Order Department, Kansas City office, 1897; traveling in Europe, summer of 1906; Lady Principal Hardin College since 1902; special work University of California, Berkeley, summer of 1908.

MISS BLANCHE RIGGS, *English.*

Student High School, Postville, Iowa, 1894-96; Iowa State Normal School 1897-1900; University of Chicago, 1905-07, and 1908-09, taking Degree Ph.B., 1907; Teacher High School, Riceville, Iowa, 1900-02; High School, Mason City, Iowa, 1902-05; High School, Grand Rapids, Wis., 1907-08.

FACULTY—CONTINUED.

MISS LOUISE PETTIBONE SMITH, *Assistant in English.*

Graduate of the Ogdensburg Free Academy, Ogdensburg, N. Y., 1903, with classical and advanced Academic Diplomas of the New York State Board of Regents, both with honor; Graduate of the Balliol School, Utica, N. Y., 1904; Holder of the Second Bryn Mawr Matriculation Scholarship for New York, New Jersey, and Delaware, 1904-05; Holder of the Maria Hopper Scholarship, 1905-06; Holder of the Anna Powers Scholarship, and of the James E. Rhoades Junior Scholarship, 1906-07; A.B., Bryn Mawr College, 1908; successful in tutoring Students for entrance to Yale and Bryn Mawr; Hardin College, 1908-09.

MISS MAUDE WILLIAMSON, *Mathematics, Science.*

A.B. Degree, University of Illinois, June, 1909; Preliminary Honors, 1907; Teacher, Lynchburg, Texas, 1905-06; Practice Courses in Teaching, University of Illinois, 1908-09.

GUY C. MOTLEY, *History, Philosophy.*

A.B. Degree, William Jewell College, Liberty, Mo., 1909.

MISS MARGARET RICHIE WISEMAN, *German, French, History of Art.*

Educated in private Schools in Indianapolis, Minneapolis, and Philadelphia; Student and Instructor, Sauveur College of Languages, Philadelphia, 1881-83, Sorbonne and College de France, Paris, 1883-85; at Hanover, Germany; 1885-86; Professor of Modern Languages, Ingham University, New York, 1886; Professor of Romance Languages, Elmira College, Elmira, N. Y., 1886-92; Director of Romance Department, Cornell College, Mount Vernon, Iowa, 1893-1900; Student at Cornell University, Ithaca, N. Y., summer term, 1899; Director of Romance Department, Kalamazoo College, Kalamazoo, Mich., 1901-02; Student at Berlin, 1902; Student at Sorbonne, Paris, summer of 1903; Student at University of Chicago, summer quarter, 1906; Teacher in Hardin College since September, 1903.

MRS. E. T. SEWALL, *Principal of Preparatory Department.*

Educated in the Public Schools of New Hampshire, Haverhill, Mass.; High School and Tilton Female Seminary, Tilton, N. H.; many years' experience as Teacher in the Public Schools of New Hampshire and Maine; five years Teacher in the Preparatory Department of Penacook Academy, Penacook, N. H.; seven years Teacher of Algebra and Reading in the State Normal School, Farmington, Me.; Principal of Grammar School, Farmington Falls, Me., 1902-06; Teacher in Hardin College since 1906.

FACULTY—CONTINUED.

MISS ETHEL THORNBURGH, *Commercial Department.*

Graduate Mexico High School; Student University of Missouri, summer of 1906; Teacher in Hardin College since 1902.

MISS MARY ABIGAIL JACK, *Expression.*

Graduate Hazleton Seminary, Hazleton, Pa., 1893; Graduate, 1896, and Post-Graduate, 1897, of Emerson College of Oratory, Boston, Mass.; Teacher of Expression and Physical Culture, Monroe Female College, Forsyth, Ga., one year, beginning fall of 1897; Private Classes in Physical Culture, Hazleton, Pa., during vacations from College, which lasted from June until October; Teacher of Expression in Friends' School, Wilmington, Del., four years, beginning fall of 1899; Student of Expression, School of Expression, Chautauqua, N. Y., Instructors: Prof. S. H. Clark, Mrs. Bertha Kuntz Baker, Mrs. Emily Bishop, summer of 1905; Student in School of Physical Education, Chautauqua, N. Y., summer of 1906; Teacher of Expression and Physical Culture, Liberty College, Glasgow, Ky., two years, beginning fall of 1905; private work in Expression with Mrs. Bertha Kuntz Baker, of New York city, August, 1905, and Mrs. Charles Wesley Emerson, Boston, while at College; Teacher in Hardin College since 1907.

MISS RUTH HADLEY MYALL, *Physical Culture and Superintendence of Practice.*

Student Liberty High School, Liberty, Mo., 1898-1901, graduating with highest Honors; Student Liberty Ladies' College, Liberty, Mo., 1901-03, graduating with highest Honors; studied Elocution and Physical Culture three years; Teacher in Grade School, Butler, Ark., 1903; since 1903 has had Private Pupils in Expression.

MRS. DEA CARR SMITH, *Drawing, Painting, Sketching, China Decoration, Clay Modeling, Leathercraft.*

Art League, New York; Special Pupil of Carl Weber, Philadelphia; Special Scholarship Pupil of Walter Satterlee, New York; A. T. Van Lear; Art History Course, Chautauqua, N. Y.; Pupil of Herr Punsch and M. Ellen Iglehart in Design, Marshall Fry, New York, and F. B. Aulich, Chicago, three seasons; in China Decoration, Medal in China at Atlanta Exposition, 1895; five years in Private Studio, Seattle, Wash.; five years Principal of Art Department, Gallo-way College, Searcy, Ark.; Medal World's Fair, St. Louis; Hardin College, 1898-1900; Liberty Ladies' College, 1900-02; Member of National League of Mineral Painters; Teacher in Hardin College since 1902; traveling and sketching in Europe, summer of 1907.

FACULTY—CONTINUED.

MISS MABEL ELSIE EATON, *Assistant in Art, Domestic Science.*

Student Liberty High School, Liberty, Mo.; Graduate of Hardin College, Art and Literary, 1906; Graduate Student and Art Assistant, Hardin College, 1906-07; Art Institute, Chicago, summer of 1909; two years Proficiency in Cooking, Hardin College, 1904-06; Domestic Science School, Chicago, summer of 1909; Teacher Grade School, Teziutlan, Old Mexico, 1907-08.

MRS. M. L. EATON, *Governess.*

Governess in Hardin College, 1900-07.

MRS. TINA B. DOBYNS, *Superintendent of Boarding Department.*

Superintendent of Boarding Department, Hardin College, since 1904.



German-American Conservatory of Music.

PROF. IVOR AUGUSTUS THOMAS, *Director of the Conservatory; Piano, Organ, Ensemble Playing.*

Student in early life under Clarence Lucas, Hamilton, Canada, now of London, England; Teacher of Piano and Concert Organist for several years; Graduate of the Royal Conservatory of Leipzig, Germany, 1897, making as his specialties Piano and Composition under the instruction of Reinecke, Jadassohn, Ruthardt, Schreck, Homeyer, and Piutti; Teacher of Piano and Director of Choral Societies in Canada, 1897-1904; Teacher of Piano, Nebraska Wesleyan Conservatory, 1904-05; Teacher of Piano and Harmony, and Head of the Theoretical Department, *ibid.*, 1905-08; Hardin Conservatory, 1908-09.

PROF. FRED HARWOOD, *Piano, Harmony, History of Music.*

Four years' fundamental training with Private Instructors; Student University of Michigan and School of Music, three years, 1899-1902; Graduate of Broad Street Conservatory, 1903; Pupil of Dr. H. A. Clarke, Director of Music, University of Pennsylvania, Theory Composition, Orchestration, 1902-03; Piano, Albert Lockwood, of New York, G. P. Combs, and P. W. Orem, of Philadelphia, two years Post-Graduate; Teacher Piano and Theory, Illinois College of Music, 1904-05; Combs Broad Street Conservatory, Philadelphia, Pa., 1905-07; Hardin Conservatory since 1907.

MRS. MAY BEESLEY ADAM, *Voice.*

Graduate, Classical Course, Jacksonville Female Academy; Graduate Illinois Conservatory of Music, 1888; Pupil of Ettore Barili, 1888-89; three years in Europe, 1890-93, as Pupil of Frau Otto Alvsleben, Fraulein Natalie Haenish, Herr Reinhold Becker, Dresden, Germany, and of Clement Tetedoux, Paris; 1896-97, Dresden, Germany; Pupil of Fraulein Orgeni, experience on Concert Stage, Oratorio; Solo Soprano, Eastern Church Choirs, 1894-1901; taught in Private Studio, two years at Pittsburg, Pa., 1898-1901; Voice Department, Glendale College, Cincinnati, Ohio, 1903-04; Voice Department, Harcourt Place Seminary, Gambier, Ohio, 1904-06; Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1906-07; reads and sings Italian, German, and French Hardin Conservatory since 1907.

MISS EVA M. HOLMAN, *Voice.*

Graduate in Literary Work, Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1901; Teacher in Public Schools of Carroll County, Illinois, 1902-04; Teacher in Normal Department of the Frances Shimer Academy, 1905-06; Graduate in Piano, *ibid.*, 1906; Teacher in Piano Department, *ibid.*, 1906-07; Graduate in Voice, *ibid.*, 1907; Student of Music, Evanston, Ill., summer of 1907; Teacher of Voice and Musical History, also Piano, Mt. Morris College, Mt. Morris, Ill., 1907-08; Hardin Conservatory, 1908-09.

CONSERVATORY OF MUSIC—CONTINUED.

MISS MARY BELLE SAWYER, *Piano*.

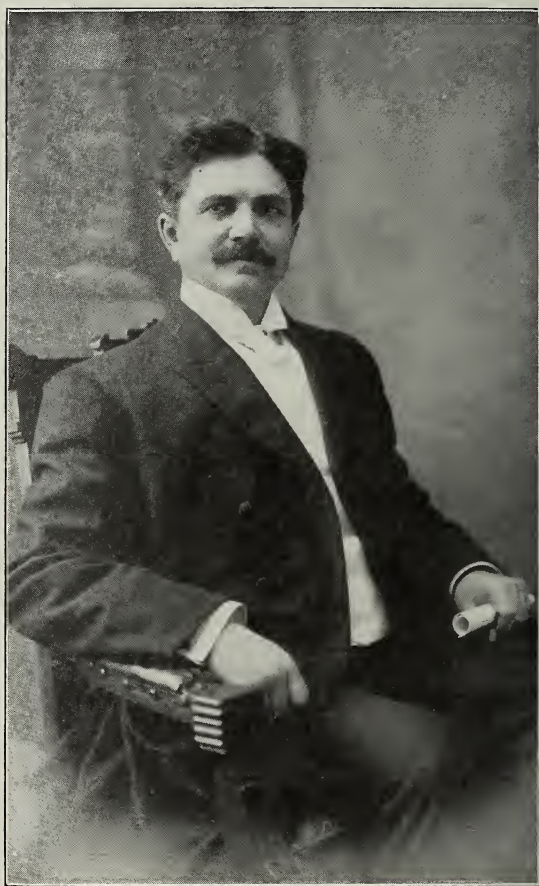
Graduate of Cushing Academy, Ashburnham, Mass., Musical Course, 1889; Private Instruction, Piano, Organ, and Harmony, under Prof. M. B. Cummings, Boston, 1889-95; under Prof. G. E. Whitney, New England Conservatory, 1895-96; under Prof. Dunster, Fitchburg, 1896-97; Piano under Mr. Arthur J. Bassett, Worcester; Harmony and Theory under Mr. J. Wallace Goodrich, Boston, 1898-1900; Private Teaching, 1890-1900; Head of Instrumental Department, Cushing Academy, 1900-02; Piano under Frau Varette Ter-Stepanoff (Leschetizky Method), Berlin, Germany, 1904-08; Harmony, Musical Analysis, etc., under Mr. Edgar Stillman-Kelley, Berlin; Vorbereiter for Frau Stepanoff, Private Teaching, 1904-08; Teacher Willard School, Berlin, 1906-08.

MISS BETTIE LAWSON, *Piano*.

Three years' Study in Piano, Hardin College, 1903-06; Graduate in Piano, *ibid.*, 1905; Post-graduate Course, Piano and Counter-point, *ibid.*, 1905-06; Private Teaching, St. Louis, Mo., 1906-97; Course of Piano Lessons under Prof. E. R. Kroeger, St. Louis, Mo.; Private Teaching, Senath, Mo., 1907-08; Hardin Conservatory, 1908-09.

MISS LIDA BELLE KOUNTZ, *Violin, Piano*.

Student East Liverpool (Ohio) High School; Beaver College, Beaver, Pa., 1892-94; Melvin, Pittsburg, Pa., 1894-96; New England Conservatory, Boston, 1896-97; Taught, with Studio Work, four years, East Liverpool, Ohio, 1900-05; Beaver College, Beaver, Pa., 1905-07; Synodical College, Holly Springs, Miss., 1907-09.



JOHN W. MILLION, A.M.,

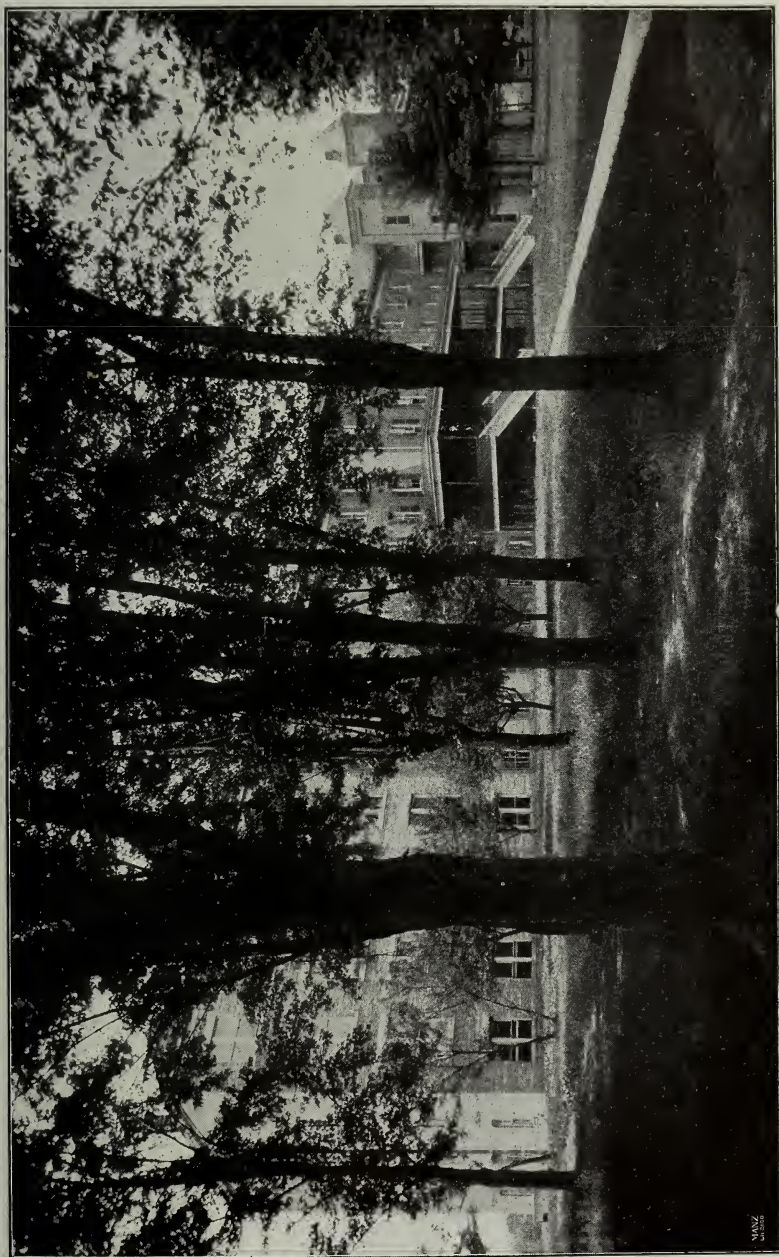
Professor of History and Political Economy, 1895-97; elected President June 4, 1897;
re-elected President February 5, 1901; re-elected President February 5, 1906.



THE DRIVE ON CAMPUS.



Mrs. Million, Mrs. Richardson, Mrs. Eaton, and Mrs. Dobyns, with the President, constitute the Officers of Home Government.



HARDIN COLLEGE AND CONSERVATORY.
Founded and Endowed by Governor Hardin in 1873.

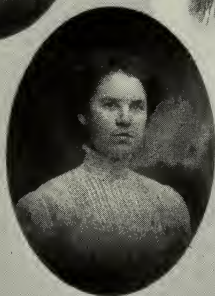


LITERARY FACULTY.

Mrs. Sewell.
Mrs. Million.
Miss Thornburg.

Miss Patterson.
President Million
Miss Wiseman.

G. C. Motley.
Miss Riggs.
Mrs. Richardson.
Miss Williamson.
Miss Smith.



FINE ARTS FACULTY.

Mrs. Dea Carr Smith.
Prof. Fred Harwood.
Miss Ruth Myall.

Miss Mary Jack.
Prof. Ivor A. Thomas.
Miss Eva Holman.
Miss Bettie Lawson.

Mrs. M. B. Adam.
Miss Mary B. Sawyer.
Miss Mabel Eaton.

Hardin College and Conservatory for Young Women.

FOUNDED AND ENDOWED BY
Gov. Chas. H. Hardin, A.M., LL.D.

JUNE 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College at present, 1909: Value of grounds and buildings, \$110,000; endowment, \$75,000; scientific apparatus and Library, \$2,000; furniture, \$15,000; total, \$202,000. The property is all in excellent condition. By the terms of Governor Hardin's gift, 40 per cent of the income from the endowment shall be added to the principal until the endowment shall amount to

ONE-HALF MILLION DOLLARS (\$500,000).

Thus the permanency of the institution is as well assured as human affairs can be. The College grounds, over ten acres in area, are covered with beautiful shade-trees.

GROWTH OF ENDOWMENT.

Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown during the past twenty-one years from \$36,028 to \$71,000.

1884,	\$36,028	1899,	\$60,600
1885,	37,265	1900,	62,250
1890,	45,331	1901,	64,300
1895,	53,555	1902,	65,500
1896,	55,128	1903,	67,000
1897,	57,000	1904,	69,000
1898,	58,700	1905,	71,000

The College building is convenient, commodious, and safe; it is provided with

MODERN CONVENIENCES.

The building is *lighted by electricity* and *heated by steam*.

The dormitories are large, with high ceilings, well equipped with substantial furniture. There are *bath-rooms, closets, hot and cold water on each floor*.

IMPROVEMENTS.

During the years 1905-06 Jefferson Street, passing the College grounds on the west, was paved at a cost of \$2,200; the main building re-wired throughout at a cost of \$900; drains and ventilators were put in at a cost of \$250. During the summer of 1906 a 400-foot well was bored. Such improvements at Hardin are borne by permanent funds and are not paid for by the student body.

SECURITY FROM FIRE.

(1), *Six stairways* lead from the upper to the lower stories; (4), *four* solid brick walls range east and west through the building and *eight* brick walls run north and south; (3), *five iron ladders* on the outside of the main dormitory buildings; (4), a large amount of fire-hose in the building; (5), an abundance of water from the city waterworks available on every floor; (6), *a night-watch on duty all night*; (7), a fire-alarm system, including drills, has been inaugurated; (8), two substantial fire-escapes (iron stairways) were added during the summer of 1903.

THE COLLEGE FAMILY

Consists of the President's family, Lady Principal, Governess, teachers, and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral, or intellectual, will be well guarded. Only young ladies who have been trained at home to *obedience* and *truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young ladies is the opportunity for *social culture* and the acquirement of that grace of

manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

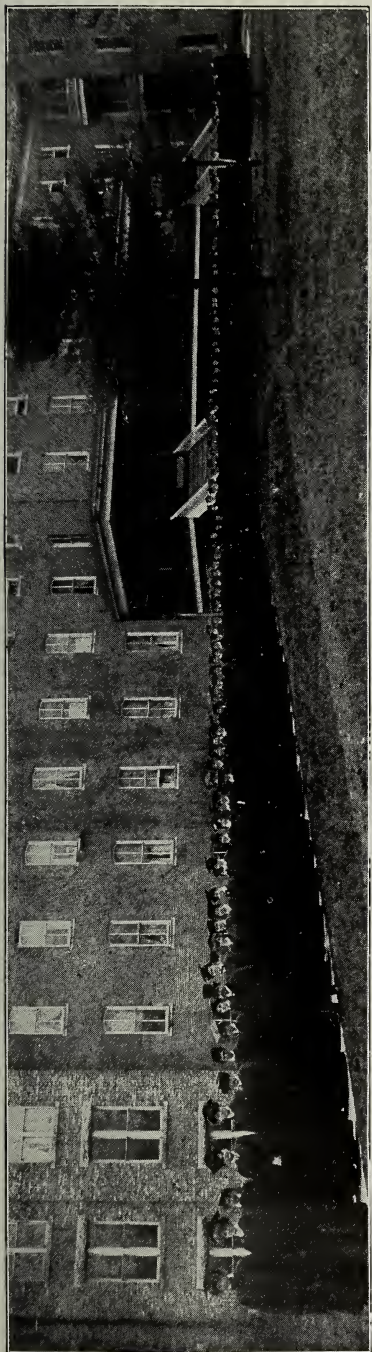
RECEPTIONS IN THE COLLEGE FAMILY,

to which will be invited such friends as may be approved by the Faculty. On these occasions, in the school-room, at the table, on the Campus, or elsewhere, young ladies will be taught to maintain toward each other, as well as toward teachers, that graceful bearing, gentle modesty, and kind consideration which are the invariable accompaniments of good breeding. At receptions the evening dress should be very simple. Elaborate and costly evening dresses for school-girls are not in good taste.

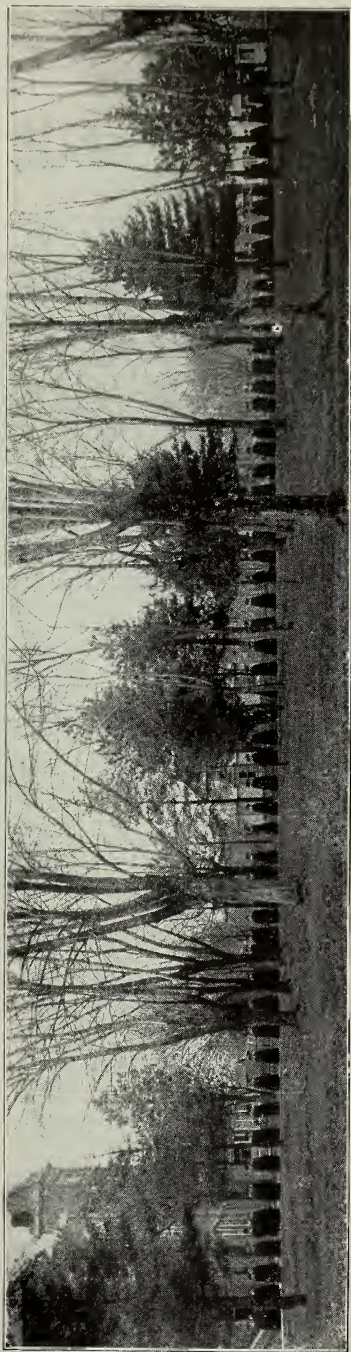
Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridgement of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.

EUROPEAN TOURS.

Mrs. H. M. Richardson, the Lady Principal, conducted a party through Europe during the summer of 1906. Mrs. Dea Carr Smith, Head of the Art Department, with a party, made a tour of Art centers in Europe during the summer of 1907. Professor H. A. Trexler, Associate Professor of History, resigns to spend two years abroad in travel and study. Miss Louise P. Smith, Assistant in English, will spend the summer of 1909, in company with her mother, touring Europe. It is very probable some of the Faculty will go to Europe during the summer of 1910, the Oberammergau season. Parents who wish to consider such a trip for their daughters, and who may not otherwise be satisfied as to the reliability of a chaperone, will do well to correspond with us. Almost every year some of our teachers are going abroad for travel or study, or both. Arrangements can be made for foreign travel and study that will be quite satisfactory to both student and teacher. We shall be pleased to have our patrons confer with us about this matter.



IN LINE.



IN LINE.

Entertainments, Lectures, Recitals.

The following is a partial list of the entertainments our students have attended during the year 1908-09:

Four stereopticon lectures on Constantinople, Pompeii, Athens, and Italy, by Dr. Arthur Cooley, of Boston; four lectures by Guy Carleton Lee, "The Strength of the People," "When the People Wake," "The Nation Triumphant," and "Victorious Womanhood"; dramatic reading, "Richard III.," by Henry L. Southwick, President of the Emerson School of Oratory.

Mrs. Jean B. Sherwood, of Chicago, gave us the following six Art lectures, March, 1909:

- I. "American Artists and the Appreciation of Art." Illustrated with paintings.
- II. "Pottery and Porcelain; the Most Ancient Art." With beautiful examples.
- III. "Use of Color and Line in Home Decoration." The ethical value of beauty in the home.
- IV. "Art and the Human Spirit." The meaning and relation of Sculpture, Painting, Architecture, Poetry, and Music.
- V. "Michael Angelo; the Story of a Great Life."
- VI. "Raphael, the Child of Urbino; the Story of a Beautiful Life."

From time to time Piano, Voice, and Violin recitals have been and will be arranged for by noted artists. When necessary, the students pay the regular price for all entertainments, lectures, and recitals. We are able, however, often to secure for the student body special rates.

RELIGIOUS PRIVILEGES.

Young ladies attend Sabbath-school at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. Bible study, optional courses,

may be carried on in connection with the regular courses of the curriculum. The Young Women's Christian Association of the State has a branch in the College.

The purpose of this Association is to develop a high spiritual life among those who are already Christians, to do active work among the unconverted, and thus to gain experience in doing good works, so that when school-days are over, our students may take an active and effective part in the great work of uplifting humanity. A special room, when practicable, is set apart for the use of the Y. W. C. A.

OFFICERS FOR 1909-1910.

OLIVE LATTIN, President.....	Coffeyville, Kansas
GRACE JENKINS, Vice-President.....	White City, Kansas
WINNIFRED LIMERICK, Recording Secretary.....	Savannah, Missouri
ESTHER MOORE, Corresponding Secretary.....	Purcell, Oklahoma
FANNIE WATTS, Treasurer.....	Sallisaw, Oklahoma

HONORS.

No department is under obligations to offer medals. As far as possible, honors are awarded by the instructors. *Decisions are based mainly on the year's work as a whole.* In the Conservatory each instructor may award a medal or other honors to his best student according to his judgment. The medal, in case a medal is given, is named for the instructor, and is paid for out of the proceeds of an entertainment given by the pupils. In Art and Elocution, much the same plan is followed.

A gold medal (\$10) is awarded to the young lady in the College department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.



Y. W. C. A. CABINET.

Left to Right—Florence LaBryer, Reno, Okla.; Alma Tate, Eldorado, Ill.; Fannie Watts, Sallisaw, Okla.; Winifred Limerick, Savannah, Mo.; Marjorie Wallner, Dunbar, Neb.; Veda cKinney, Gilliam, Mo.; Olive Lattin, Coffeyville, Kan.; Alta Frost, Jonesboro, Ill.; Mary Fewell, Tulsa, Okla.; Jessie Moore, Wurtch, Okla.

1908.

Register.

1909.

Andersen, Lena,	Texas	Eckerd, Ethel,	Nebraska
Andrews, Mrs. Eulalia,	Mexico, Mo.	Edwards, Roxie,	Missouri
Ayers, Elvira,	Missouri	Elliott, Mabel,	Kansas
Baird, Hettie,	Missouri	Elliott, Ina,	Mexico, Mo.
Barrett, Grace,	Kansas	Ely, Esther,	Kansas
Barth, Corinne,	Mexico, Mo.	Emmons, Mary,	Mexico, Mo.
Barth, Erma,	Mexico, Mo.	Evans, Jeannette,	Missouri
Bateman, Dora,	Missouri	Evans, Ruth,	Missouri
Bates, Wilma,	Missouri	Fairchild, Addie,	Missouri
Beach, Eula,	Oklahoma	Fewell, Mary,	Oklahoma
Beal, Zola,	Mexico, Mo.	Field, Elizabeth,	Illinois
Benn, Leila,	Missouri	Fonville, Dosia,	Mexico, Mo.
Bennett, Lois,	Kansas	Fonville, Ladie,	Mexico, Mo.
Boillot, Mrs. W. W.,	Missouri	Fonville, Mary,	Mexico, Mo.
Botts, Ligia,	Mexico, Mo.	Forman, Marie,	Mexico, Mo.
Broaddus, Lilla,	Missouri	Frazer, Grace,	Missouri
Brooks, Clara,	Arkansas	Freet, Lea,	Missouri
Brown, Alma,	Missouri	Friedman, Hazel,	Missouri
Brown, Ethel,	Missouri	Frost, Alta,	Illinois
Brown, Zella,	Missouri	Galligan, Nancy,	Mexico, Mo.
Bryarly, Lena,	Mexico, Mo.	Garrett, Mary,	Mexico, Mo.
Buckner, Hortense,	Missouri	Gibbs, Eliza,	Mexico, Mo.
Callaway, Lena,	Missouri	Gibbs, Hermie,	Mexico, Mo.
Campbell, Cessie,	Mexico, Mo.	Glandon, Frances,	Mexico, Mo.
Campbell, Effie,	Mexico, Mo.	Gnuse, Vera,	Missouri
Campbell, Mamie,	Mexico, Mo.	Goodman, Mary,	Missouri
Carnell, Opal,	Missouri	Graham, Ethel,	Missouri
Cash, Bess,	Missouri	Griffith, Theo,	Mexico, Mo.
Cauthorn, Aillene,	Mexico, Mo.	Gross, Georgiana,	Nebraska
Cauthorn, Leah,	Mexico, Mo.	Grubbs, Ruth,	Missouri
Chestnut, Eleanor,	Mexico, Mo.	Gupton, Frances,	Missouri
Cochran, Dana,	Michigan	Guthrie, Frances,	Mexico, Mo.
Cosper, Sarah,	Arkansas	Guthrie, Georgia,	Mexico, Mo.
Cotton, Marie,	Missouri	Haggard, Clara,	Mexico, Mo.
Covington, Claudia,	Oklahoma	Hall, Nannie,	Illinois
Creigh, Virginia,	Missouri	Hanley, Laura,	Mexico, Mo.
Crockett, Arlie,	Missouri	Harned, Marcia,	Missouri
Crosby, Edith,	Mexico, Mo.	Hart, Nellie,	Kansas
Crosby, Ethel,	Mexico, Mo.	Higdon, Eunice,	Missouri
Crosby, Florence,	Mexico, Mo.	Hightower, Alice,	Oklahoma
Crowder, Lucia,	Missouri	Hill, Eleanor,	Mexico, Mo.
Crum, Bird,	Mexico, Mo.	Hill, Maud,	Kansas
Cunningham, Margaret,	Mexico, Mo.	Hill, May,	Kansas
Denmire, Helen,	Iowa	Hill, Nellie,	Mexico, Mo.
Denmire, Leta,	Iowa	Hines, India,	Oklahoma
Digges, Lillias,	Missouri	Hines, Lubie,	Oklahoma
Dirickson, Dixie,	Oklahoma	Holmes, Dorothy,	Mexico, Mo.
Dorman, Helen,	Oklahoma	Hook, Willie,	Mexico, Mo.
Dorman, Lida,	Oklahoma	Irvine, Margaret,	Missouri
Durby, Leta,	Missouri	Johnson, Lena,	Mexico, Mo.
Durkee, Ruth,	Mexico, Mo.	Johnson, Velma,	Mexico, Mo.

Jolly, Helen,	Colorado	Puckett, Mattie Belle,	Missouri
Keifer, Hazel,	Kansas	Quinn, Kate,	Missouri
Kelley, Opal,	Oklahoma	Ramsey, Blanche,	Missouri
Keltner, Lillian,	Mexico, Mo.	Ramsey, Lena,	Missouri
Kenton, Olive,	Missouri	Reed, Frances,	Mexico, Mo.
Keys, Pearl,	Oklahoma	Reid, Bertha,	Oklahoma
Kimberlin, Minnie,	Oklahoma	Reynolds, Lutie,	Kansas
Kreep, Eva,	Oklahoma	Rhoads, Ethal,	Texas
Kreis, Flora,	Missouri	Ricketts, Orelia,	Mexico, Mo.
Kroger, Anita,	Wyoming	Ridings, Jewell,	Mexico, Mo.
La Bryer, Ellen,	Oklahoma	Robertson, Ruth,	Mexico, Mo.
La Bryer, Florence,	Oklahoma	Robnett, Willie,	Mexico, Mo.
Lackner, Louise,	Arkansas	Rose, Bettie,	Missouri
Lattin, Olive,	Kansas	Rose, Grace,	Missouri
Lawrence, Bethel,	Missouri	Russell, Marie,	Missouri
Leachman, Lucile,	Texas	Sallander, Louise,	Iowa
Lewis, Willie,	Mexico, Mo.	Sanders, Leoma,	Oklahoma
Limerick, Winifred,	Missouri	Scott, Linnie,	Missouri
Linenschmidt, Berenice,	Missouri	Seider, Gladys,	Oklahoma
McConnell, Alleir e,	Oklahoma	Seitz, Olive,	Mexico, Mo.
McConnell, Marjorie,	Oklahoma	Sellard, Dora,	Mexico, Mo.
McCormick, Edith,	Oklahoma	Sellard, Floy,	Mexico, Mo.
McCormick, Etnz,	Missouri	Settle, Lucile,	Missouri
McCormick, Nadire,	Missouri	Shain, Lucile,	Missouri
McCubbin, Verlea,	Missouri	Shanks, Kate,	Kansas
McDaniel, Jessie,	Oklahoma	Shelley, Ada,	Missouri
McEachin, Martha,	Oklahoma	Shelley, Wanda,	Missouri
McGlasson, Zoe,	Missouri	Shoemaker, Esther,	Missouri
McIntyre, Iza,	Missouri	Shreeves, Golda,	Oklahoma
McKinney, Veda,	Missouri	Shrewsbury, Ermine,	Missouri
McLaughlin, Julia,	Kansas	Skelton, Irene,	Oklahoma
McLoney, Anna,	Mexico, Mo.	Smith, Florence,	Kansas
Marks, Bertha,	Idaho	Snidow, Fay,	Mexico, Mo.
Marney, Mabel,	Missouri	Stanley, Laura,	Mexico, Mo.
Martin, Dosia,	Missouri	Steinbacher, Stella,	Kansas
Martin, Frank,	Arkansas	Stewart, Maud,	Oklahoma
Martin, Juanita,	Oklahoma	Stephens, Audrey,	Missouri
Mason, Joe,	Oklahoma	Stephens, Lillie,	Missouri
Mason, Ruth,	Mexico, Mo.	Streiff, Colleen,	Missouri
Massey, Ethel,	Missouri	Streiff, Mrs.,	Missouri
Maxwell, Dora,	Missouri	Sutton, Ethel,	Missouri
Maxwell, Minnie,	Missouri	Tangner, Freeda,	Missouri
Metcalfe, Ruth,	Missouri	Tate, Alma,	Illinois
Meyer, Idalee,	Mexico, Mo.	Thompson, Byrnie,	Missouri
Miller, Myrtle,	Missouri	Tinsley, Lela,	Missouri
Moore, Esther,	Oklahoma	Tinsley, Martha,	Mexico, Mo.
Morris, Gertrude,	Mexico, Mo.	Tolerton, Chloe,	Missouri
Morris, Grace,	Mexico, Mo.	Turley, Trix,	Mexico, Mo.
Morris, Lillian,	Mexico, Mo.	Van Ness, Gladys,	Mexico, Mo.
Morris, Natalie,	Mexico, Mo.	Vaughn, Nieta,	Missouri
Morse, Juanita,	Oklahoma	Viets, Lois,	Kansas
Moss, Alta,	Missouri	Wallace, Josephine,	Mexico, Mo.
Norman, Eloise,	Missouri	Wallner, Marjorie,	Nebraska
Okell, Ted,	Iowa	Waters, Eva,	Oklahoma
Oliphant, Gay,	Oklahoma	Watkins, Caroline,	Missouri
Price, Elizabeth,	Mexico, Mo.	Watkins, Marguerite,	Missouri
Prussing, Stella,	Mexico, Mo.	Watts, Fannie,	Oklahoma

Wayham, Jessie,	Missouri	Winans, Lelia,	Mexico, Mo.
Welborne, Lucile,	Oklahoma	Witherspoon, Alice,	Mexico, Mo.
White, Edna,	Mexico, Mo.	Wood, Earlie,	Missouri
Willard, Inez,	Mexico, Mo.	Wright, Willie,	Oklahoma
Williams, Allie Belle,	Oklahoma	Yancey, Virginia,	Mexico, Mo.
Wilson, Brooksie,	Missouri	Young, Adelaide,	Kansas
Wilson, Ida,	Missouri	Yous, Marjorie,	Missouri
Wilson, Laura,	Missouri	Yous, Nelle,	Missouri
Wilson, May,	Missouri		

Classified List.

Literary Students,	168
Piano Students,	147
Voice Students,	63
Gymnasium Students,	63
Art Students,	38
Domestic Science Students,	38
Expression Students,	33
Business Students,	17
Violin Students,	12
Round Table Students,	12
Pipe Organ Students,	3
Boarding Students,	151
Day Students,	83
Total,	234



Graduates, 1909.

LITERARY.

MABEL ELLIOTT, A.B.,	Garnett, Kansas
ELIZABETH JOHNSON PRICE, A.B.,	Mexico, Missouri
LOIS MAY BENNETT, B.L.,	Iola, Kansas
EDITH PEARL CROSBY, B.L.,	Mexico, Missouri
MARY GRANTHAM EMMONS, B.L.,	Mexico, Missouri
ADDIE MAY FAIRCHILD, B.L.,	Benton City, Missouri
GRACE OLIVIA FRAZER, B.L.,	Independence, Missouri
GRACE MORRIS, B.L.,	Mexico, Missouri
TED E. OKELL, B.L.,	Fort Madison, Iowa
LELIA WINANS, B.L.,	Mexico, Missouri

PIANO.

ETHEL GRACE ECKERD,	Beatrice, Nebraska
ANNA MAY HILL,	Coffeyville, Kansas
HELEN HAILEY JOLLY,	McAlester, Oklahoma
KATE E. SHANKS,	Simpson, Kansas
CAROLINE MILES WATKINS,	Lawson, Missouri
MARJORIE K. YOUS,	Mound City, Missouri
NELLE K. YOUS,	Mound City, Missouri

VOICE.

EFFIE CAMPBELL,	Mexico, Missouri
AILENE CAUTHORN,	Mexico, Missouri
JESSIE FRANCES GUPTON,	Montgomery City, Missouri
HELEN HAILEY JOLLY,	McAlester, Oklahoma
NIETA LEONORA VAUGHN,	Humansville, Missouri
NELLE K. YOUS,	Mound City, Missouri

EXPRESSION.

DANA ESCILLE COCHRAN,	Mt. Pleasant, Michigan
DIXIE POTTER DIRICKSON,	Claremore, Oklahoma
MABEL ELLIOTT,	Garnett, Kansas

VIOLIN.

EDITH PEARL CROSBY,	Mexico, Missouri
EDITH ELINOR MCCORMICK,	Nowata, Oklahoma

REGULAR ART.

ESTHER ELY,	Larned, Kansas
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Post-Graduates, 1909.

PIANO.

MRS. J. W. MILLION, two-years course, Mexico, Missouri

ART.

LAURA HANLEY, Mexico, Missouri

NELLIE HILL, Mexico, Missouri

GERTRUDE MORRIS, Mexico, Missouri

MAY LOUISE WILSON, Osceola, Missouri

PROFICIENTS.

Piano.

EULAJANE BEACH, Altus, Oklahoma

LEILA EDNA BENN, Frankford, Missouri

JESSIE FRANCES GUPTON, Montgomery City, Missouri

OLIVE MAE KENTON, Lee's Summit, Missouri

ERMINE A. SHREWSBURY, Osceola, Missouri

ALMA TATE, Eldorado, Illinois

ALICE RUTH WITHERSPOON, Mexico, Missouri

Voice.

ELIZA ROTHWELL GIBBS, Mexico, Missouri

OPAL KELLEY, El Reno, Oklahoma

ZOE MILDRED MCGLOSSON, Lewistown, Missouri

MARJORIE K. YOUS, Mound City, Missouri

Violin.

DORA ETHEL SELLARD, Mexico, Missouri

Full Business Course.

MARY LENA CALLAWAY, Molino, Missouri

LUCIA CROWDER, Marshall, Missouri

LAURA E. STANLEY, Mexico, Missouri

Stenography.

WILLIE WRIGHT, Woodward, Oklahoma

BROOKSIE WILSON, Kearney, Missouri

Cooking.

BESS LENORE CASH,	Frankford, Missouri
DIXIE POTTER DIRICKSON,	Claremore, Oklahoma
JEANNETTE R. EVANS,	St. Louis, Missouri
GRACE OLIVIA FRAZER,	Independence, Missouri
HAZEL B. FRIEDMAN,	Martinsburg, Missouri
ETHEL EUGENIA GRAHAM,	St. Louis, Missouri
GEORGIANA GROSS,	Wahoo, Nebraska
EVA MAY KREEP,	Bartlesville, Oklahoma
BETHEL HITT LAWRENCE,	Caruthersville, Missouri
WINNIFRED KATHERYNE LIMERICK,	Savannah, Missouri
VERLEA ISABEL McCUBBIN,	Ladsonia, Missouri
BERTHA MARKS,	Boise, Idaho
JOE S. MASON,	Ardmore, Oklahoma
ESTHER SHOEMAKER,	Maryville, Missouri
BYRNICE M. THOMPSON,	La Belle, Missouri
CAROLINE MILES WATKINS,	Lawson, Missouri





LADY PRINCIPAL'S RECEPTION-ROOM.

Course of Study.

COLLEGE PREPARATORY—LATIN COURSE.

Eighth Grade Work in Public School Completed.
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements
of Composition (5).
Beginning Latin (4).
United States History ($2\frac{1}{2}$).
Rational Arithmetic (5).
Descriptive Geography [Tarr &
McMurry], if needed ($2\frac{1}{2}$).
Spelling [Sandwich & Bacon].
Penmanship, if needed.

Second Semester.

English [same, continued], (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] ($2\frac{1}{2}$).
Rational Arithmetic [continued]
(5).
Physical Geography [Gilbert &
Brigham] ($2\frac{1}{2}$).
Spelling [continued].
Penmanship, if needed.

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition
and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and
Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra to Quadratics (5).
Cæsar, two and a half books, and
Prose Composition (4)
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Higher Algebra through Quadratics
and Plane Geometry (5).
Cicero, three Catilinian Orations
(4).
French (5) or German (5).

Second Semester.

Bible Study, elective.
English [same, continued] (4).
Higher Algebra to Logarithms and
Plane Geometry (5).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric and
Composition, (3).
Solid Geometry (3).
English History (3).
Vergil, three Books (4).
French (3) or German (3).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (3).
English History (3).
Vergil, three Books, and Ovid (4).
French (3) or German (3).

College Department.

Junior College—Latin Course.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane (3).
European History (3).
Physics (3).
Horace, Odes, about four Books
(3).

Second Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Spherical (3).
European History (3).
Physics (3).
Roman Comedy, about four plays
(3).

SENIOR YEAR

First Semester.

Bible Study, elective.
Study of Special Periods of English
Literature (3).
Chemistry (2).
Psychology (2).
History of Art (2).
Advanced American History (3).
Political Economy (2).
Cicero's Letters [Abbott's Edition],
about two-thirds of Letters (3).

Second Semester.

Bible Study, elective.
Study of Special Periods of English
Literature (3).
Chemistry (2).
Ethics (2).
History of Art (2).
Advanced American History (3).
Political Economy (2).
Pliny's Letters [Westcott's Edi-
tion], Martial (3).

College Preparatory.

Modern Language Course.

Eighth Grade Work in Public School Completed.
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.

Second Semester.

English [same, continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Penmanship, if needed.

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra to Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Higher Algebra through Quadratics and Plane Geometry (5).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester.

Bible Study, elective.
English [same, continued], (4).
Higher Algebra to Logarithms and Plane Geometry (5).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three books (4).
French (3) or German (3).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (3).
English History (3).
Vergil, three books, and Ovid (4).
French (3), or German (3).

Junior College.

Modern Language Course.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane (3).
European History (3).
Physics (3).
German (3) or French (3).

Second Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Spherical (3).
European History (3).
Physics (3).
German (3) or French (3).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of English
Literature (3).
Chemistry (2).
Psychology (2).
History of Art (2).
Advanced American History (3).
Political Economy (2).
German (3) or French (3).

Second Semester.

Bible Study, elective.
Study of Special Periods of English
Literature (3).
Chemistry (2).
Ethics (2).
History of Art (2).
Advanced American History (3).
Political Economy (2).
German (3) or French (3).

College Preparatory.

Classical (Greek) Course.

Eighth Grade Work in Public School Completed.
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.

Second Semester.

English [same continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynnton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Penmanship, if needed.

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra to Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Higher Algebra through Quadratics and Plane Geometry (5).
Cicero, three Catilinian Orations (4).
Greek, Grammar and Prose Composition (5).

Second Semester.

Bible Study, elective.
Preparatory English Literature (4).
Higher Algebra to Logarithms and Plane Geometry (5).
Cicero, four Orations (4).
Greek, Anabasis and Prose Composition (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
Vergil, three books (4).
Anabasis and Prose Composition (5).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (3).
Vergil, three books, and Ovid (4).
Odyssey, six books, and Prose Composition (5).

Junior College.

Classical (Greek) Course.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
 English Literature (3).
 Trigonometry, Plane, or European
 History, or Physics (3).
 Horace, Odes, about four books
 (3).
 Lysias, ten Orations (4).

Second Semester.

Bible Study, elective.
 English Literature (3).
 Trigonometry, Spherical, or Eu-
 ropean History, or Physics (3).
 Roman Comedy, about four plays
 (3).
 Demosthenes, Plato's Apology and
 Crito, three Orations (4).

SENIOR YEAR.

First Semester.

Bible Study, elective.
 Study of Special Periods of English
 Literature (3).
 Psychology (2) or Chemistry (2).
 History of Art (2).
 Advanced American History (3).
 Cicero's Letters [Abbott's Edition],
 about two-thirds of Letters (3).
 Æschylus, "Prometheus"; Sopho-
 cles, "Antigone"; Euripides,
 "Medea" (4).

Second Semester.

Bible Study, elective.
 Study of Special Periods of English
 Literature (3).
 Ethics (2) or Chemistry (2).
 History of Art (2).
 Advanced American History (3).
 Pliny's Letters [Westcott's Edi-
 tion], Martial (3).
 Homer's Iliad, Advanced Course
 (4).



A CORNER IN THE CHEMICAL LABORATORY.



LITERARY SENIORS.

Standing, Left to Right—Edith Crosby, B.L.; Mexico, Mo.; Elizabeth Price, A.B., Mexico, Mo.; Addie Fairchild, B.L., Benton City, Mo.; Mary Emmons, B.L., Mexico, Mo.

Sitting, Left to Right—Grace Pease, B.L., Independence, Mo.; Mabel Little, A.B., Granger, Kan.; Lois Bennett, B.L., Okla. Kan.; Lella Winans, B.L., Mexico, Mo.

SCHEDULE OF RECITATIONS.

Chapel Exercises.							PREPARATORY SUBJECTS.
8:00-8:30	4th Year. English Four Days	Senior Hist. T. Th. S. Economics W. Fr.	Junior Latin Four Days	Algebra 2d Year Daily	3d Year Greek Daily		
8:30-9:00							
9:00-9:30							
9:30-10:00							
10:00-10:30	3d Year English Four Days	Junior Hist. T. Th. S. Psychology W. Fr.	Senior Latin T. Th. S.	Chemistry Four Days	4th Year Latin Four Days	Second Year German Three Days	
10:30-11:00							
11:00-11:30	Junior English Four Days	4th Year Hist. T. Th. S.		Physics Four Days	Beginning Latin Four Days	First Year German Daily	
11:30-12:00							
Lunch.							
12:00-12:30							
12:30-1:00			Senior Greek Four Days	Junior Mathematics	3d Year Latin Four Days	Second Year French Three Days	
1:00-1:30							
1:30-2:00	Senior English T. Th. S.		Junior Greek Four Days	3d Year Mathematics Daily	4th Year Greek Daily	First Year French Daily	
2:00-2:30							
2:30-3:00							
3:00-3:30		Anc. Hist. W. Th. S.		4th Year Mathematics Three Days		History of Art Two Days	
3:30-4:00							

The letter below shows that Hardin College has established the relation known as "co-operation" with the University of Chicago. This relation means that the University exercises no authority in the appointment of teachers, but gives advice concerning the curriculum. The letter below was written after personal visits by Dr. Nathaniel Butler and Dr. F. J. Miller:

"THE UNIVERSITY OF CHICAGO.

"FOUNDED BY JOHN D. ROCKEFELLER.

"OFFICE OF THE EXAMINERS, May 31, 1905.

"MY DEAR PRESIDENT MILLION,—* * * * *

* * * * *

In the meantime, I am quite prepared to say what I think I said in effect in my last letter. First, we could not recognize the A.B. degree given by Hardin College as equal to our Junior College work *en bloc*. However, it would probably be true in every case that your A.B. students could get credit for 18 majors; but it would depend upon the specific courses that the student wishing this credit presented to us from you. That is to say, we should give credit to the student major for major. And if the separate majors put together covered the work of our Junior College, then the student would receive credit for the same. Would not this all be covered by your making this statement, that we will give full credit to your graduates based upon the courses taken by them and certified by you to the extent of 18 majors of undergraduate work? * You may, if you like, print that statement.

* * * * *

"Cordial'y yours,

NATHANIEL BUTLER."

*Eighteen (18) majors are equivalent (but not equal *en bloc*) to the Freshman and Sophomore years (Junior College) of the University.

ENGLISH LANGUAGE AND LITERATURE.—MISS BLANCHE RIGGS, MISS LOUISE PETTIBONE SMITH, and MRS. E. T. SEWALL.

First Year Preparatory—Five hours.

1. English Grammar.—An elementary course in practical English Grammar. The exercises of the course will consist mainly in sentence analysis and short compositions to illustrate the grammatical principles. Text, Metcalfe.
2. Reading of some masterpieces of literature. Mrs. Sewall.

Second Year Preparatory—Five hours.

1. English Composition and Rhetoric.—This course attempts to make students familiar with the elements of English composition. It will consist of exercises based upon text-book study and themes. Text, Carpenter.
2. Study of five of the masterpieces required for college entrance. Miss Smith.

Third Year Preparatory.—Four hours.

Preparatory English Literature.—This course corresponds to the fourth year of High School courses, and is designed for students who wish to take up either for the first time, or by way of review, the more simple and concrete phases of the study of literature. Critical study of various masterpieces required for college entrance. Miss Riggs.

Fourth Year Preparatory.—Four hours.

1. Advanced Composition.—The aim of the course is to give the student training and practice in the four forms of composition, narration, description, exposition, and argumentation.
2. American Literature.—Beginnings. Sectional development. National life and culture. Present tendencies. Miss Riggs.

Junior Year.—Three hours.

The development of English Literature.—The design of this course is to give the student a survey of the whole range of English literature from Beowulf to Tennyson, in its relation to the literary and historical conditions of each period. Miss Riggs.

Senior Year.—Three hours.

1. Shakespeare.—The following typical plays, illustrative of the successive stages in the development of the author's mind and art, are critically studied: *Henry IV.*, *As You Like It*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*.
2. Studies in the poetry of Tennyson and Browning. Miss Riggs.

MATHEMATICS.—MISS MAUDE WILLIAMSON and MRS. E. T. SEWALL.

Instruction concerning the history and development of the various branches of Mathematics is given by informal lectures.

First Year Preparatory.—Five hours.

The Rational Arithmetic completed. Text, Tarr & McMurry. Mrs. Sewall.

Second Year Preparatory.—Five hours.

Algebra to Quadratic Equations. Emphasis placed on Analysis of Problems and Factoring. Graphs introduced. Text, Wells' Text-Book in Algebra. Miss Williamson.

Third Year Preparatory.—Five hours.

Algebra and Plane Geometry alternate through the year. This course develops the student's power of reasoning and gives practice in geometric construction, manipulation of formulæ, and systematic arrangement of work. Additional work in Graphs and problems in Loci introduced. Texts, Wells' Text-Book in Algebra, Gore's Plane and Solid Geometry. Miss Williamson.

Fourth Year Preparatory.—Three hours.

First Semester.—Solid Geometry, including work in construction of solids and solution of practical problems.

Second Semester.—Advanced Algebra, beginning with Logarithms. Texts, Gore's Plane and Solid Geometry, Wells' Text-Book in Algebra. Miss Williamson.

Junior Year.—Four hours.

First Semester.—Plane Trigonometry. Text, Gore's.

Second Semester.—Spherical Trigonometry. Text, Gore's. Miss Williamson.

SCIENCE.—MISS MAUDE WILLIAMSON.

Junior Year.—Five hours. (Recitation and Laboratory work.)

Physics.—This course gives a general knowledge of the fundamental principles and theories of Physics, through recitation, collateral reading, and laboratory work. Text, Carhart & Chute's "High School Physics."

Senior Year.—Five hours. (Recitation and Laboratory work.)

A college course in Inorganic Chemistry, descriptive and theoretical, together with laboratory work by the students. Texts, Remsen's College Chemistry, Remsen's Laboratory Manual.

HISTORY AND POLITICAL ECONOMY.—PROF. JOHN W. MILLION, MR. GUY MOTLEY, MISS LOUISE P. SMITH, and MRS. ELIZA T. SEWALL.

HISTORY.—*First Year Preparatory*.—Two and one-half hours.

Outline course in United States History. Text, Channing. Mrs. Sewall.

Second Year Preparatory.—Three hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Texts, Myers' "Ancient History," Guerber's "Myths of Greece and Rome." Miss Smith.

Fourth Year Preparatory.—Three hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source work. Mr. Motley.

Junior Year.—Three hours.

Mediæval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII. and Louis XIV.; Colbert's work; the Northern Nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg; the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

First Semester.—American Colonial History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-

governing Colonies. The causes of the Revolution and the growth of the ideas of Independence and Union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Hart's "Formation of the Union." Mr. Motley.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less emphasis. Source-work will be largely used. Texts, Hart's "Formation of the Union;" Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use. Mr. Motley.

POLITICAL ECONOMY.—MR. MILLION or MR. MOTLEY.—Two hours.

PHILOSOPHY.—MR. GUY MOTLEY.

Psychology.—Two hours.

First Semester.—An Elementary Course in Psychology. Text, Halleck's "Psychology and Psychic Culture." Reference, James' "Psychology," Advanced Course.

Ethics.—Two hours.

Second Semester. — Text, McKenzie. Reference, Paulsen's "Ethics."

GREEK AND LATIN.—MRS. HELEN L. MILLION and MISS ELIZABETH PATTERSON.

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

GREEK.—*Third Year Preparatory*.—Five hours.

Texts, Ball's "Elements of Greek," Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar. Miss Patterson.

Fourth Year Preparatory.—Five hours.

Texts, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar, Merriam's "The Phæacians of Homer," Merry's "Homer's Odyssey," Books XIII., XIV.; Autenrieth's Homeric Dictionary, Pearson's "Greek Prose Composition." Mrs. Million and Miss Patterson.

Junior Year.—Four hours.

Texts, Waite's "Lysias," ten orations; Tarbell's "Philippics of Demosthenes," Dyer's "Apology and Crito of Plato." Mrs. Million.

Senior Year.—Four hours.

Tragedy; "Iliad" and "Homeric Antiquities." Mrs. Million.

LATIN.—First Year Preparatory.—Four hours.

Text, Janes & Jenks' "Bellum Helveticum" and "Fabulæ Faciles." Miss Patterson.

Second Year Preparatory.—Four hours.

The work includes the course in elementary grammar and the translation of four books of Cæsar. Emphasis is laid on the acquisition of vocabulary, ready recognition of forms, sentence analysis, and sight translation. Texts, Walker's "Cæsar," Bennett's Latin Grammar, Bennett's "Preparatory Latin Writer." Miss Patterson.

Third Year Preparatory.—Four hours.

Composition lessons, sight translations, and constant drill in syntax accompanying the work. Much Latin is read aloud (without translation) in the class-room. Some reference reading on related topics is required. Texts, D'Ooge's "Cicero," Bennett's Latin Grammar, Bennett's "Prose Composition." Miss Patterson.

Fourth Year Preparatory.—Four hours.

The equivalent of four books of Cæsar and seven orations of Cicero is required before entering this class. Differences between prose and poetic diction and syntax are noted in the study of Vergil. Mythology. Text, Miller's "Vergil and Ovid." Mrs. Million.

Junior Year.—Three hours.

1. Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

2. Reading of Roman Comedy, chiefly Terence, and study of Roman life. Mrs. Million.

Senior Year.—Three hours.

1. Cicero. Selected Letters and a study of the times as shown in the letters. Text, "Abbott's "Cicero's Letters."

2. Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES.—MISS MARGARET R. WISEMAN.
First Year German.—Five hours.

Bacon's "First German Course," "Glück Auf," Modern German Reading. Conversation, dictation, and translation into German.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems in "Glück Auf." ("Glück Auf" can be had of Ginn & Co., Chicago, Ill.)

Second Year German.—Three hours.

German Grammar Review. Reading, "Minna von Barnhelm," Lessing; "William Tell," Schiller; Selections from representative modern authors. Conversation, dictation, and translation into German.

First Year French.—Five hours.

Fraser & Squair's French Grammar, "Le Tour de la France," or Selections from standard authors. Conversation, dictation, translation into French.

Requirements for entrance to Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Tour de la France," and must have committed to memory at least six of La Fontaine's "Fables."

Second Year French.—Three hours.

Grammar completed. Reading, "Fables de la Fontaine," Hugo, and the Romantic Drama. Conversation, dictation, translation into French. French will be, as far as possible, the language of the class-room.

HISTORY OF ART.—MISS MARGARET R. WISEMAN.

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture, and Painting; description of some masterpieces in each, with brief sketches of famous artists. Two hours. Senior Year. Open to Seniors in Art.

COMMERCIAL DEPARTMENT.

MISS ETHEL THORNBURGH.

A thorough and complete course, preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Isaac Pitman System is used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Commercial Law.—A five-months course in Contracts, Negotiable Paper, Bailment, Partnership, Insurance, etc. Text, Gano.

Typewriting.—Both Touch and Sight Methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Stenography.

Students finishing the entire course, Bookkeeping, Shorthand, Typewriting, and Commercial Law, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Full Business Course.

DEPARTMENT OF EXPRESSION.

MISS MARY ABIGAIL JACK.

The great aim is to develop the highest, strongest selfhood of which the pupil is capable. The whole body should be trained for the expression of character. Expression stands for the highest culture and refinement. It is through bringing the mind in close contact with the noble thoughts of master minds that one appreciates the best in Literature and Art. Interpretation cultivates the imagination, takes away reserve, develops and refines the whole being. The voice receives the most careful training. As the voice is the natural reporter of the individual, we wish to remove its limitations and develop and improve it so that it can best express us.

“Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided.”

In the course outlined below we expect the student to acquire:

(1), A distinct utterance; (2), an elegant and refined pronunciation of the English language; (3), a flexible and melodious voice; (4), a development of the sensibilities by which correct emotional expression, responsive to the thought, may be acquired; (5), the ability to analyze and interpret any selection; (6), artistic rendering.

COURSE OF STUDY.

First Year.—INDIVIDUAL WORK: Emerson's "Evolution of Expression," Volumes I. and II.; Physical Culture; training of the voice, which includes cultivation of resonance, articulation and pronunciation; phrasing and sight-reading; structure of the breathing apparatus discussed, and systematic exercises for the development of breath control; character delineations.

Second Year.—INDIVIDUAL WORK: "Evolution of Expression," Volumes III. and IV.; Physical Culture; training of the voice; elementary gesture; interpretative and expressive reading; a critical study of the Trial Scene in *The Merchant of Venice*; class and public recitals.

Third or Senior Year.—INDIVIDUAL WORK: Years I. and II. continued; advanced training in dramatic and imaginative literature; scenes from *Hamlet*; Browning and Tennyson; study and vocal interpretation of characteristic poems; class and public recitals.

Class Expression.—The practical value for young women of the through course which is offered in Class Expression can hardly be overestimated. The need of this work is very great. There are few students who can read intelligently.

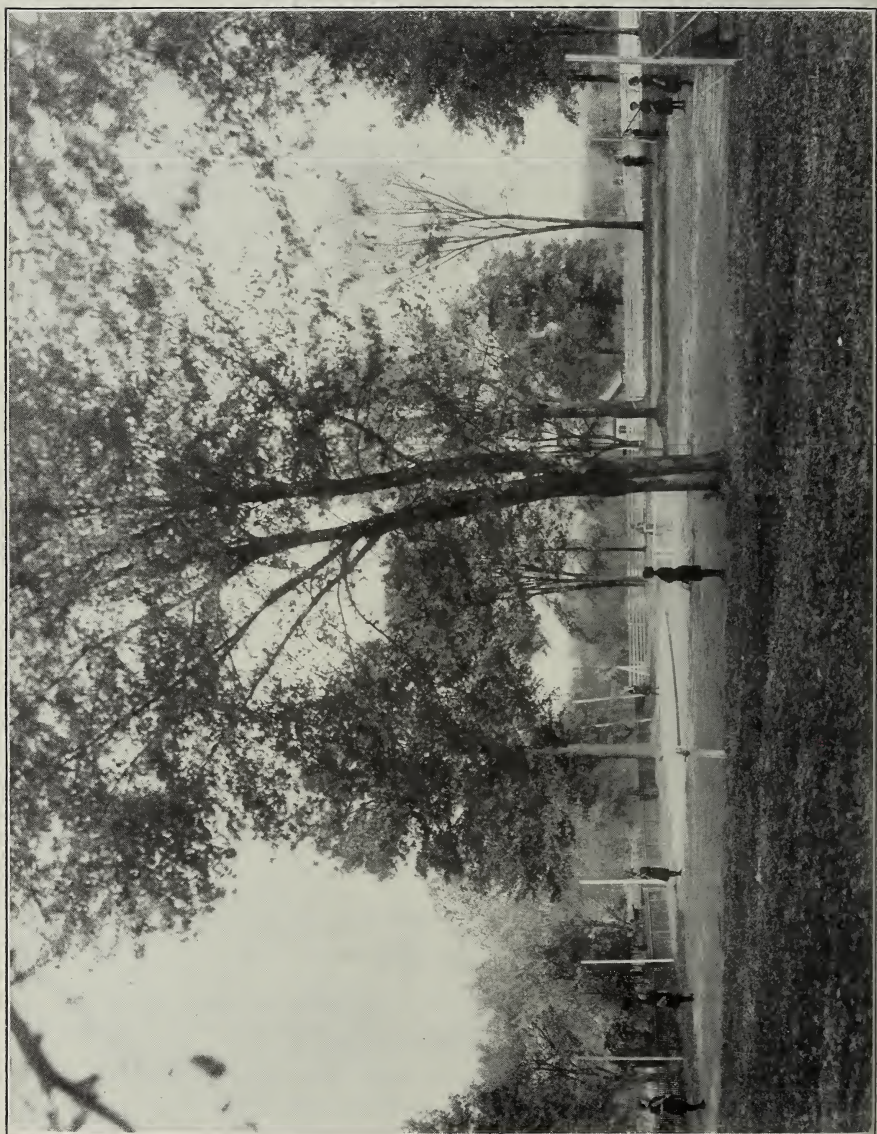
The pupil is taught how to extract thought from the printed page. The work helps pupils who are self-conscious to become less so and teaches them to rely upon themselves. It helps the pupil to realize what power she has stored up in herself.

Candidates for graduation must complete this entire course, the English work of the regular college curriculum through the Fourth Year Preparatory and one year of French (see page 48). Text, "Evolution of Expression," Charles Wesley Emerson.

PHYSICAL TRAINING.

MISS RUTH HADLEY MYALL.

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition; hence an essential to the best mental effort. The course covers a series of developing and corrective exercises; exercises for health, control, freedom, grace, and poise. Much attention is given to correct method of standing and walking and deep breathing; to the training of the power of co-ordination and sense of rhythm to gain results in grace, ease of movement, and self-reliance. Exercises in dumb-bells, wands, Indian clubs, poles, and rubber balls are used, together with free developing exercises, fancy steps, and gymnastic games. 'Cross-country walks, basket-ball, and tennis afford incentives for out-door exercise and recreation.



ROUND TABLE.

MRS. J. W. MILLION, *Conductor*.

The Round Table meets once a week for reading and informal talks upon subjects of interest and value to women. The topics studied during 1907-08 have been as follows:

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and æsthetics governing it.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

First Aid to the Injured.—What to do in many emergencies before the physician arrives.

The Class have also studied the questions discussed in Dr. Mary Wood-Allen's book, "What a Young Woman Should Know."

PREPARATORY DEPARTMENT.

MISS LOUISE PETTIBONE SMITH and MRS. ELIZA T. SEWALL.

The work done in this department is preparatory to the Freshman year in Hardin. Much depends in education on getting proper training in the early years. This essential we plan to provide for those not ready to enter the Third Year Preparatory.

ART DEPARTMENT.

MRS. DEA CARR SMITH and MISS MABEL ELSIE EATON.

Inasmuch as Drawing is of the greatest importance as an educational factor, we urge all pupils to avail themselves of this knowledge. It is the keystone that supports all mathematical, industrial, and higher arts.

The Art Department of Hardin College offers to its pupils a four-years course, the completion of which entitles the pupil to a diploma.

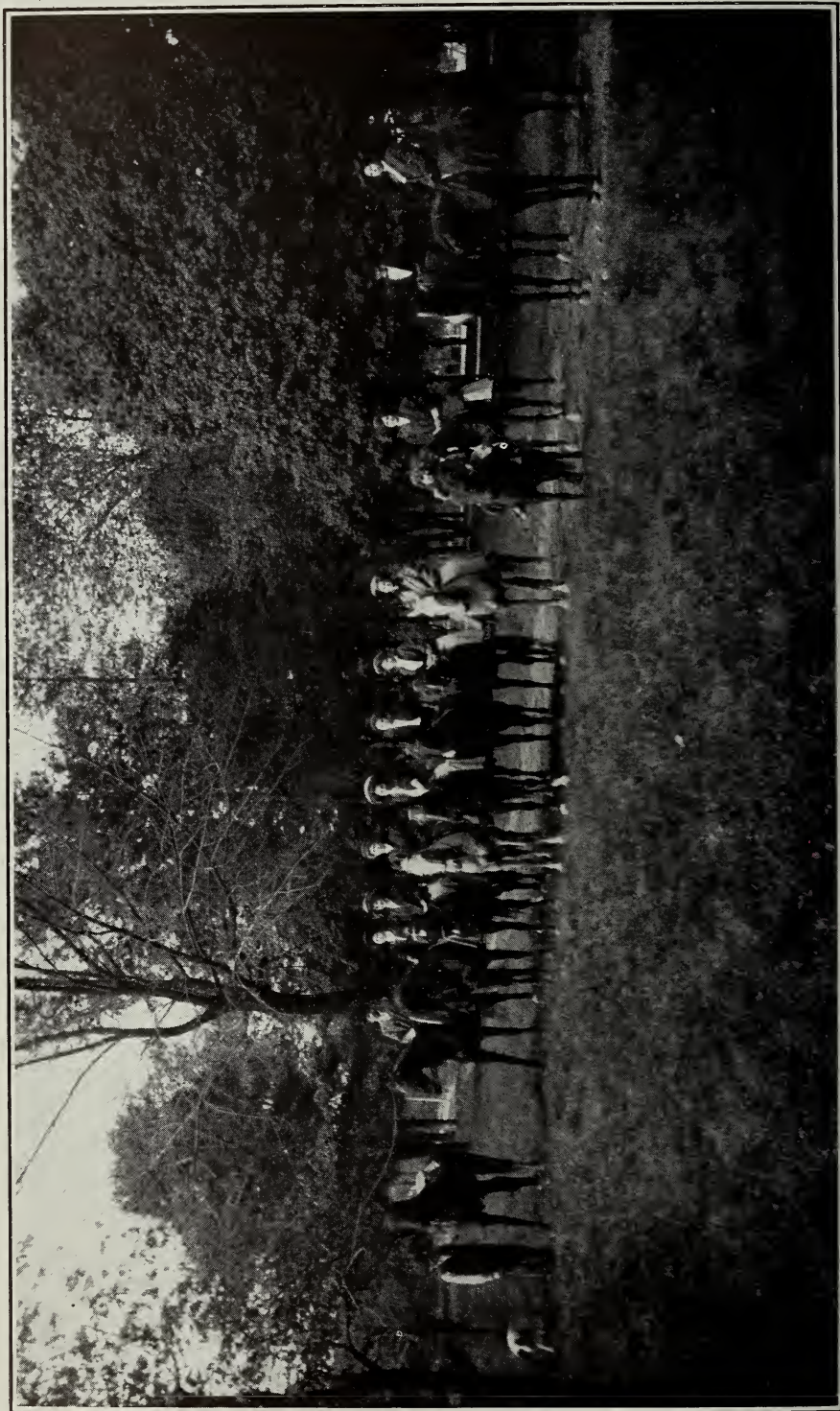
First Year.—Drawing from objects and casts in charcoal; study of light and shade; sketching from Nature.

Second Year.—Drawing from casts of heads, busts, still life, life, in charcoal, pencil, pen and ink; clay modeling; beginning of water colors.

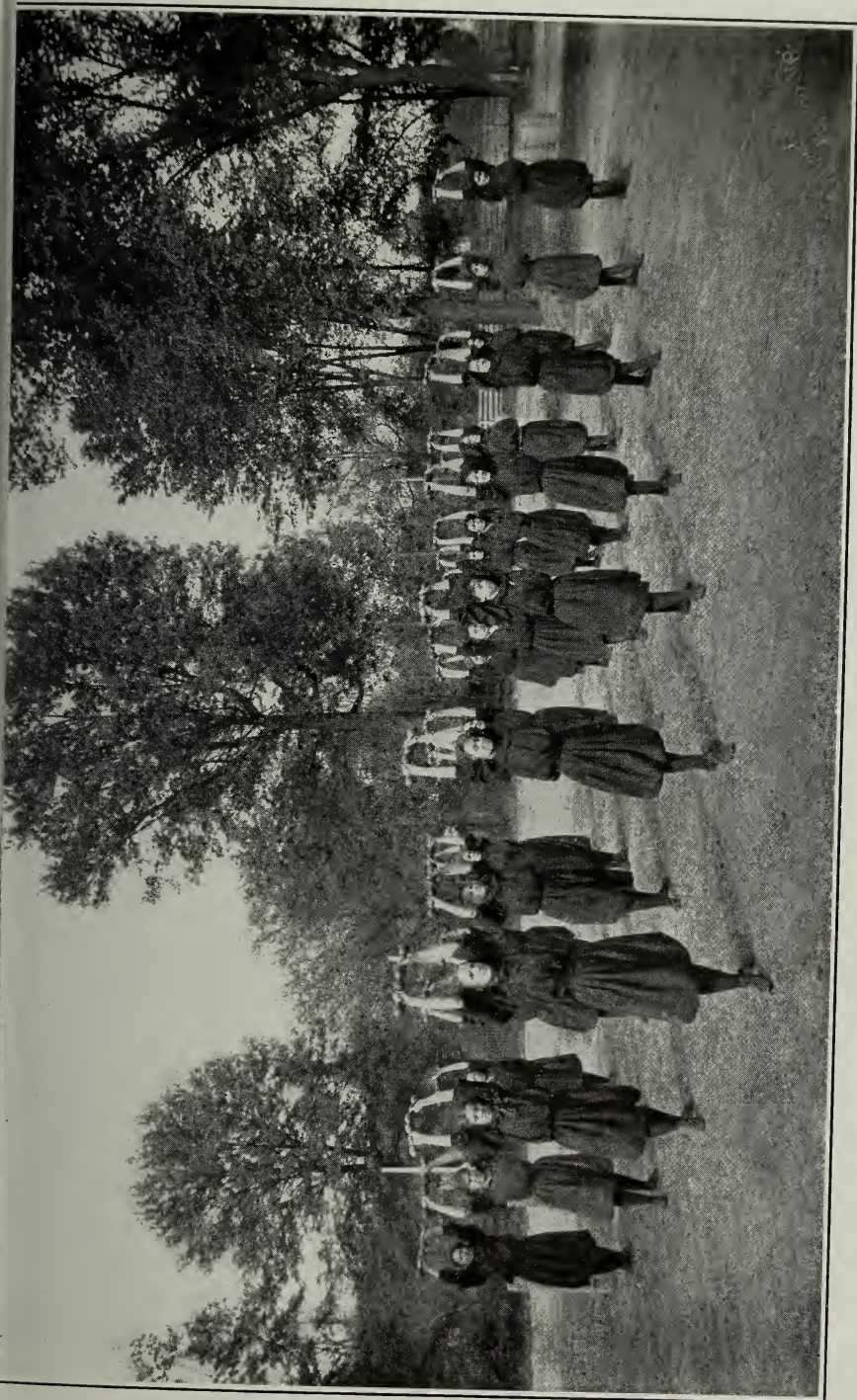
Third Year.—Studies from life and still life, in water colors; Sketch Class.

Fourth Year.—Painting in oil from life, Nature, still life; Sketch Class; Art History; the Third Year Preparatory in English. (See Literary Course, page 37.)

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

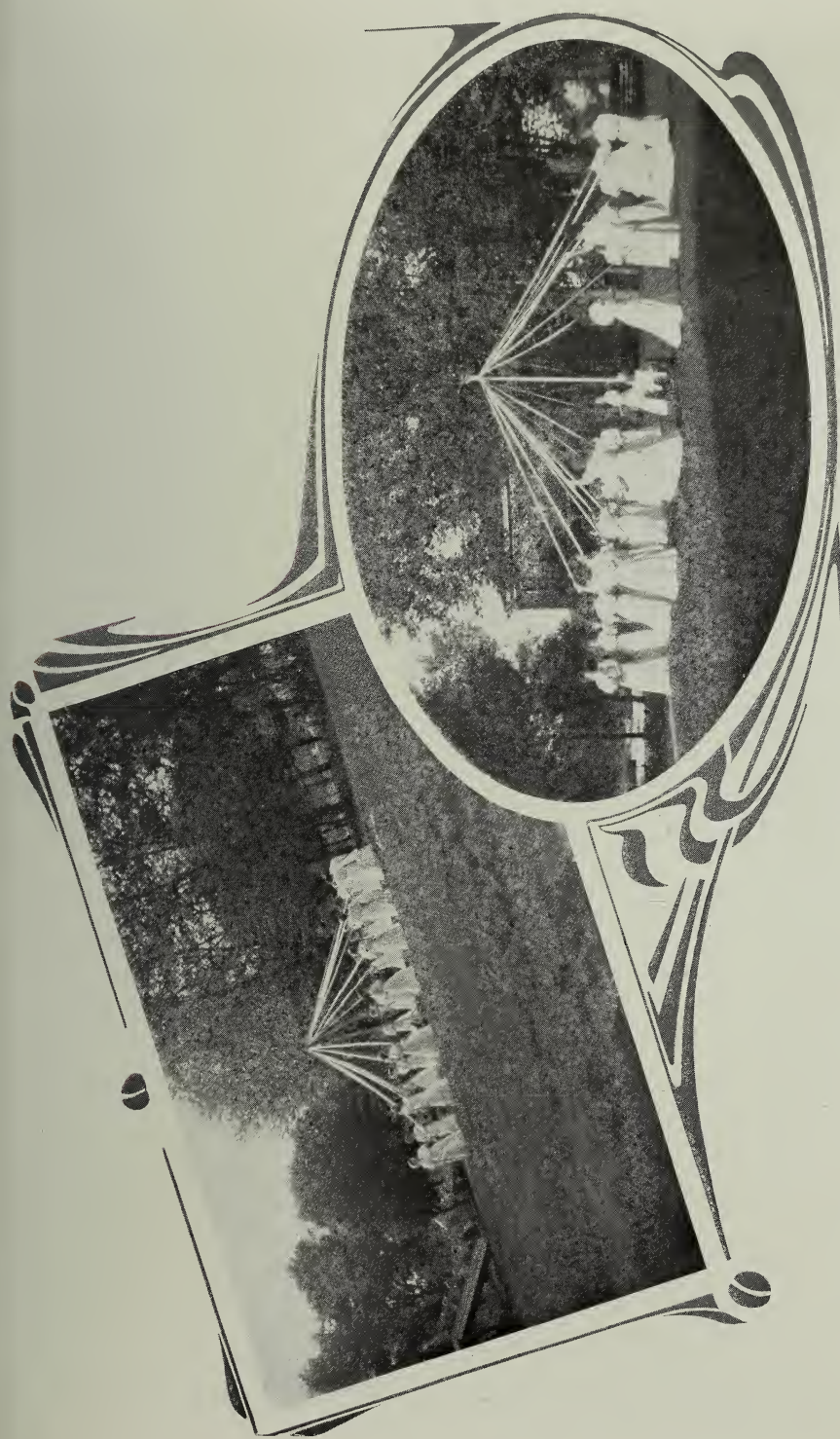


ON HORSEBACK



A FIELD-DAY EXERCISE.





MAY-POLE SCENES.



GUT-DOOR SKETCHING.







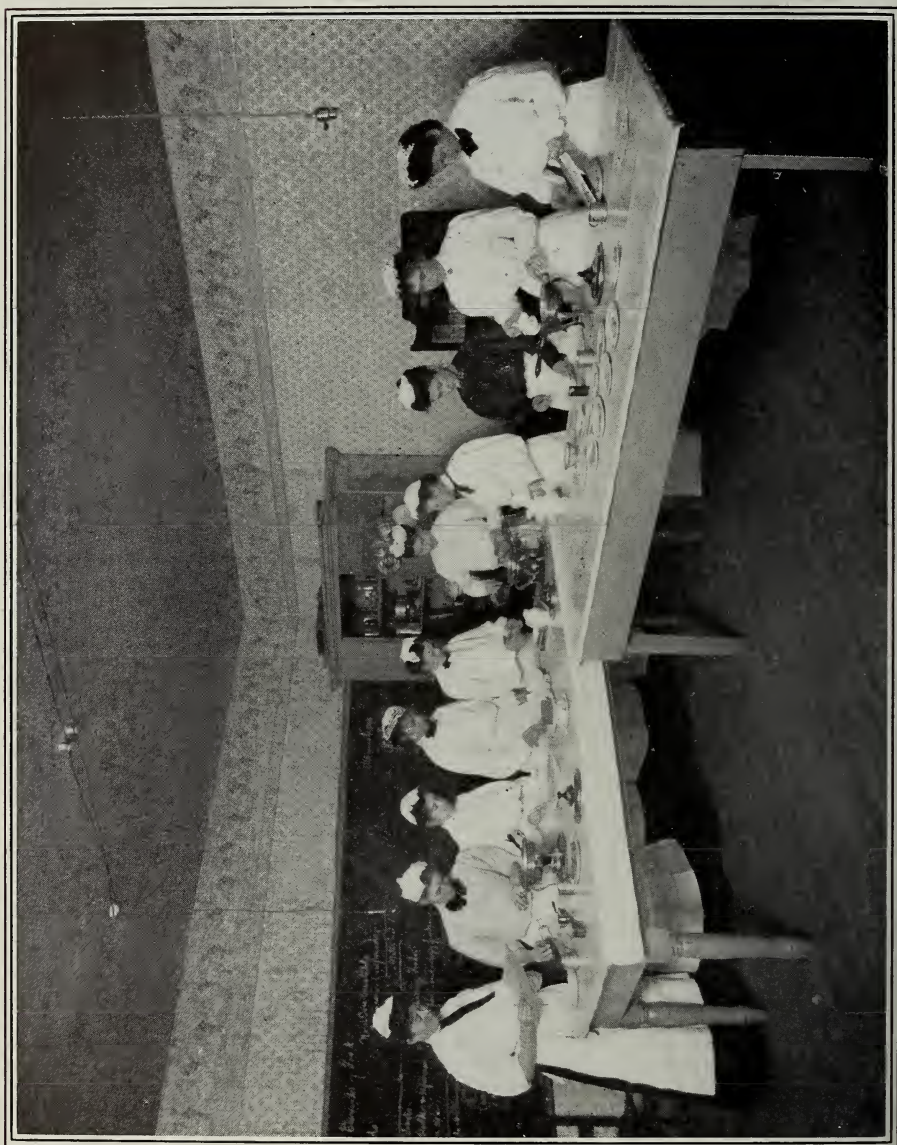
Miss Dixie Dirickson,
Claremore, Okla.



SENIORS IN EXPRESSION.
Miss Dana Cochran,
Mount Pleasant, Mich.



Miss Mabel Elliott,
Garnett, Kan.





ROOM.



ROOM.

OUTDOOR SKETCHING.

All Juniors and Seniors are required to attend the Sketch Class regularly.

KERAMIC ART COURSE.

Students who complete work in China Painting only will receive not a diploma, but a certificate of proficiency. This course includes one year of Drawing and two years of China, with talks on Ceramic Art and Design by Mrs. Smith; and the Third Year Preparatory in English.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, and Leathercraft.

A student may enter any of the above courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Arrangements have been perfected by Mrs. Dea Carr Smith, member of the National League of Mineral Painters, for securing the traveling exhibition of its work at Hardin College some time during the year 1909-10. This League has its headquarters in Chicago, and this exhibit is shown from coast to coast. This is the first time we have had the benefit of this exhibit at Hardin.

THE COOKING SCHOOL.

MISS MABEL ELSIE EATON.

The subject of "Domestic Science," so pre-eminently practical, is receiving attention in many of the foremost girls' schools in the country. To meet the popular demand, Hardin College established a course for the study and practical demonstration of this subject, while it was still a new thing in schools. This department has enjoyed nine years of success. By its fruits it is known. Many former pupils, now most efficient housekeepers, give warm praise to the Cooking School at Hardin.

Cooking as a Science, Practical Cooking, Plain and Fancy Cooking, the Chemistry of Cooking, the Elements of Food, its uses in the body and its proper preparation, all receive attention in these classes.

Especial attention is given to the dainty serving of food—dinners and luncheons. The etiquette of courses is taught practically in each course of lessons. One of the main features will be to teach the pupil to waste nothing. Therein lies the success of the French cooks, who are known to be the best and most economical in the world.

The cost is so little and the time required so short, compared with the value of the knowledge to be gained, that no young lady should fail to use the opportunity afforded. The lessons are 50 cents each or \$5.00 for a

course of ten lessons. Materials for a course of ten lessons will cost each pupil \$2.00. Each pupil takes one lesson each week, and these lessons are so arranged that they do not interfere with any other work in the school.

A course of lessons has been arranged, extending through thirty weeks, one lesson per week. The pupil finishing this course will receive a certificate of proficiency (cost, \$2.50). A student having enrolled in Cooking cannot exchange the course for anything else. Each pupil expecting to take a course of lessons should come provided with large white aprons and a white cap to wear when in the class-room.

DEGREES.

(Honors will not be conferred until all bills are paid.)

1. The degree of A.B. will be conferred upon students who complete any one of the three courses: Latin, Modern Language, Classical (pages 37, 43).

2. The degree of B.L. will be conferred upon all students who complete the A.B. course through the Junior year.

Students who reach a standard of 90 per cent in examinations, combined with class grades during the year, are marked *distinguished* and their names published on Commencement Day.

ON GOVERNMENT.

For some years Hardin College has striven towards a larger measure of self-government in the student body, attention being devoted first to the Senior and Junior Classes. Progress towards self-government has not been rapid. Furthermore, it is not the purpose of the Faculty to turn over the control of the institution to the student body. It is our purpose to strive towards that harmonious balance in which there will be the minimum of surveillance on the part of the Faculty and the maximum of freedom possible on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, Church or State. Rules and regulations in a school are to the school what laws are to a State; we want the fewest possible, and those rational.

REGULATIONS FOR BOARDING PUPILS.

Each pupil must bring one pair of blankets (or more, if she needs them), one white counterpane, two pairs of sheets, two pairs of pillow-

cases (size of pillowslips, 18x36 inches), six towels, two sash curtains three feet in length, three or four table napkins and a napkin-ring, each of which, with every article of apparel, should be marked distinctly with her name; also umbrella, rain-coat, and rubbers, a bag for soiled clothes, *with name in full, not initials*, and a hot-water bag.

The uniform is the Oxford cap and gown, worn at church and on public occasions. The cap and gown are purchased after the student enters school. Each student's measure is taken here. By making a large order by freight, we save the student the express charges which would be made on the shipment of a single suit. The cost of the cap and gown is \$8.50. For early fall and spring, the white linen (not lingerie) shirtwaist and black skirt are used. At receptions, usually only two during the year, the dress should be very simple. Each young lady must provide herself with some light, fancy, but inexpensive waists, to be worn at dinner and informal receptions. Elaborate and costly evening dresses for school girls are not in good taste.

Students are not to leave the College grounds without permission. Students whose names are on the "Honor Roll" from week to week are given special privileges.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by the written permission of the parents. They will receive company only in the College parlors and under no circumstances in their rooms. *When parents or other relatives visit the College, the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms a charge of 10 cents will be made.

In case of sickness of a serious nature, a charge for nursing will be made.

Parents desiring to make special requests for, or grant permission to, their daughters, should write *directly to the President*.

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, *when practicable*, at moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permission will not suffice.

The Faculty insists upon the right to relinquish the charge of any pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is subject to inspection by the management of the school, when deemed necessary for the protection of students or the school.

Hardin wants as students only young ladies who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the student. They will be kindly but firmly enforced.

Two character references are required of all students applying for admission.

RULES FOR DAY STUDENTS.

Day students will sit in Study Hall when not in recitation.

They may go home when class work is finished.

They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Lady Principal.



Hardin
Conservatory of Music





Standing: Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name]
Seated: Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name], Miss [Name]

DIANO SENIORS



IVOR AUGUSTUS THOMAS,
Director of the Conservatory.

Hardin Conservatory of Music.

Chartered by the State, with Power to Confer
Degrees and Grant Diplomas.

IVOR A. THOMAS, *Director.*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testified that the Faculty of this Conservatory could hold its own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition, and self-reliance is engendered. Through frequent recitals they are spurred on to greater effort and are taught to criticize intelligently the performances of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

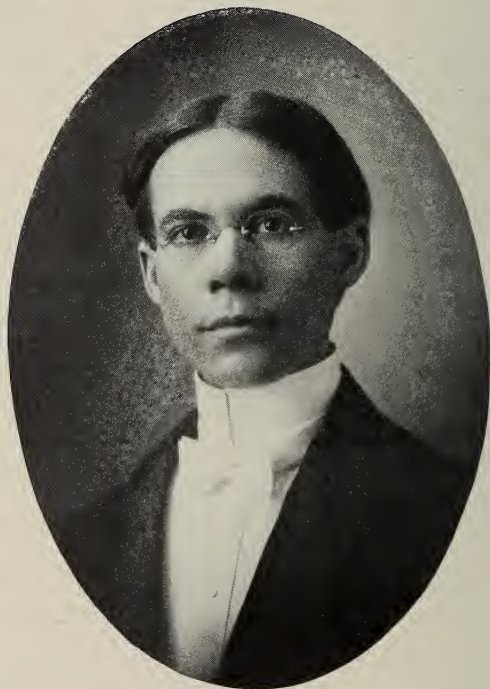
The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

Professor Ivor A. Thomas came to Hardin College in September, 1908, from the Nebraska Wesleyan University Conservatory of Music, Lincoln, Nebraska, where he had taught with the most conspicuous success for four years (1904-08). Professor Thomas was born in Cardiff, Wales, and at an early age came with his parents to America, settling in Hamilton, Canada. His parents and other members of the family were cultivated amateur musicians, and he began the study of Music quite young with some of the best musicians in Canada, including the well-known composer, Clarence Lucas, now of London, England.

As an evidence of his early musicianship, it may be stated that at the age of fifteen he conducted, wholly from memory, a performance of Handel's oratorio, "The Messiah," by chorus and orchestra.

After several years' teaching and experience as Pianist and Church and Concert Organist, he went to Leipzig, Germany, studying in the Conservatory during the years 1895-96-97 under Reinecke, Jadassohn, Ruthardt, Shreck, Homeyer, and Piutti, specializing in Piano. On his return to Canada he resumed his previous work, appearing many times in recitals and as director of large choral societies, always with great success. In September, 1904, he was engaged as teacher of the Piano-forte at the Nebraska Wesleyan Conservatory, where, by untiring efforts and the excellent results he produced, he soon made a name for himself, and afterwards had one of the largest classes in that institution. He appeared many times in recitals in Lincoln and other towns, and was always most favorably received.

Professor Thomas has completed a successful year's work at Hardin. His knowledge of the literature of Music, his principles of Pedagogy, and his painstaking industry have resulted, as they should, in success.



MR. FRED HARWOOD,
Full Conservatory Professor.

Mr. Harwood came to Hardin in September, 1907, from the Combs Broad Street Conservatory of Music, Philadelphia, Pa. Mr. Harwood had the advantage of three years in the study of Music in the University of Michigan and some experience in teaching before going to the Broad Street Conservatory. As student and teacher, he spent four years in Philadelphia. Mr. Harwood is a concert performer as well as teacher. Professor Harwood's work at Hardin has been successful. He has succeeded both as teacher and performer.

Of Professor Harwood as pupil, teacher, and man, Mr. Combs, of the Combs Broad Street Conservatory, in Philadelphia, says:

"I have known Mr. Fred Harwood for the past four years, and it gives me much pleasure to testify as to his merits. Mr. Harwood was a pupil of mine and also a member of the Faculty of the Conservatory. In all of his studies, whether practical or theoretical, he has displayed the greatest care and diligence. As a teacher, he is careful, conscientious, and sympathetic. Personally, he is a modest, cultured gentleman of unimpeachable character.

"Respectfully,

COMBS CONSERVATORY,

"Gilbert Reynolds Combs, Director."

MISS MARY B. SAWYER,

Full Conservatory Professor,

who comes to Hardin this year, has had a remarkably successful career as student and teacher. Her long residence abroad brought her in touch with the best in Music.

Graduate of High School, Gardner, Mass., Valedictorian of Class, 1887; Graduate, Musical Course, Cushing Academy, Ashburnham, Mass., 1889; studied with private teachers: Professor M. B. Cummings, Boston, Piano, Organ, and Harmony; Professor Dunster, Fitchburg, Organ; Professor George E. Whiting, New England Conservatory, Boston, Organ and Harmony; Mr. Arthur J. Bassett, Worcester, Piano; Mr. Wallace J. Goodrich, New England Conservatory, Boston, Harmony, from 1890 to 1904; studied in Berlin, Germany, with Frau Varette Ter-Stepanoff (Leschetizky Method), and Mr. E. S. Kelley, 1904-08; taught privately in Gardner, Mass., 1890-1900; Head of Instrumental Department, Cushing Academy, Ashburnham, Mass., 1900-02; taught in Berlin, Germany, as Vorbereiter for Stepanoff and Mr. Kelley, and in Willard School for Young Ladies, 1904-08.

MISS BETTIE LAWSON.

Miss Lawson studied three years in Hardin College, graduating in Piano in 1905, and doing post-graduate work in same in 1905-06. The winter of 1906-07 she spent in St. Louis, doing private teaching and studying with Mr. E. R. Kroger, appearing in both his semi-annual recitals of that year. She did private teaching in Senath, Mo., the year of 1907-08, and taught in Hardin College the year of 1908-09.

The work of the Conservatory during the year 1908-09 has maintained the good name of Hardin for successful work in all branches of Music. Indeed, there has been one step of no little importance taken in advance of what has been formerly done—the institution of the weekly Students' Recitals. As soon as the more advanced students could be prepared, the weekly Recitals were begun. Over twenty-five Students' Recitals have been given during the year. Specimen programmes of these Recitals will be sent upon request. In these Recitals the quality of work done by the various teachers was shown. There were three Faculty Recitals given during the year. The programmes of the Faculty Recitals may be seen on pages 90-92.

PIANOFORTE.

COURSE OF STUDY.

The study of the Pianoforte is perhaps the most important branch of a musical education. The prodigious number of compositions written for the instrument is evidence of its world-wide popularity. This popularity shows no sign of diminishing; but, on the contrary, greater insight into Music and more modern systems of education have increased the number devoting themselves to this study.

Students will be taught how to surmount technical difficulties, to analyze and to memorize systematically; they will also be taught to think coherently and quickly. Pupils thus taught will have a distinct advantage over those who study Music merely emotionally. It is true that the emotional faculties have a large place in a musical education, but the cultivation of the emotions to the exclusion of the intellectual faculties is most unfortunate, and yet this was the general practice until very recent years, and even now in many places pupils are taught with very little regard to the development of their mental powers.

Technical study is not pursued for its own sake, but as a means to an end. Memorizing trains, strengthens, and makes retentive the memory. The study of Interpretation can be introduced very early, and the student will find that there are certain fixed laws governing the art of expression, that it is not a mere matter of caprice on the part of the performer.

In addition to this, each student will be trained in both Classic and Modern Literature, so that there will be no danger of one-sidedness in a pupil's education. Each will have an extensive repertoire. Weekly

Recitals will be inaugurated before the Christmas vacation and will be continued throughout the remainder of the school year.

Attention is called to the engagement of Professor Ivor A. Thomas as Director of the Conservatory. Professor Thomas, as a specialist in Piano teaching, has had years of experience, and has obtained most gratifying results. He uses most modern methods, is an indefatigable student in the higher sense, has a vast knowledge of the literature of Music, and will undoubtedly keep the Conservatory abreast of the times.

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Pianoforte Schools of Lebert and Stark, Germer, Urbach, or Damm; Mrs. Spencer-Curwen's "Child Pianist"; easy pieces by Reinecke, Krause, Gurlitt, Lichner, Rhode, and others.

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rythme des Doigts"; Oscar Beringer's "Daily Practice") throughout the course; exercises in "Muscular Discrimination," on the principles laid down by Tobias Matthay in his work, "The Art of Touch"; Czerny-Germer Studies, selected from Ops. 261, 821, 599, 139, 829, 636; Kohler Studies, Ops. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Moscheles, Reinecke, Gurlitt, Schumann, Scharwenka, etc.

Second Year.—Czerny-Germer Studies, from Op. 299 (School of Velocity); Ops. 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier Compositions (little Preludes and Fugues, easier Two-part Inventions, etc.); Sonatas by Haydn and Mozart; Mendelssohn's "Songs without Words"; appropriate selections from classics and modern composers.

Junior Year.—Students, in order to be classed as "Juniors," must be well drilled during the Junior year in some of the following, or works of like difficulty, it being understood that each pupil must have some of the studies, some of the technic, and some Bach:

STUDIES.—Bertini, Op. 32; Cramer, Books I. and II.; Czerny, Op. 299; J. S. Bach, Two- and Three-part Inventions; J. S. Bach, French Suites.

TECHNICAL STUDIES.—Biehl, Germer, Riemann, Pischner, Beringer, Philipp, and preliminary scale and arpeggio work.

CONCERTED WORKS.—Easier Concertos of John Christopher Bach, John Christian Bach, Rameau, Handel, Haydn, and Mozart.

SOLO WORKS.—Sonatas of Mozart and Clementi, Haydn (Violin and Piano), and miscellaneous pieces, preferably by modern composers.

In addition to doing the foregoing prescribed work, Juniors will appear publicly in Student Recital at least once during the year, playing

from memory at least one concerted number and three solo pieces of the difficulty of the following:

Concerto, C minor, by C. P. E. Bach; Grieg-Mozart Sonata in G, for two pianos (this not necessarily from memory). Solo pieces, Jensen, "Murmuring Zephyrs"; Grieg, "Papillon," "To Spring," Op. 43; McDowell, "Shadow Dance," Op. 39; Field, Nocturne, E Major; Schuett, Etude Mignonne.

For English and other requirements, see page 79.

Senior Year.—Students, in order to be classed as "Seniors," must be well drilled during the Senior year in some of the following, or works of like difficulty:

STUDIES.—Cramer; Moscheles, Op. 70; Czerny, Op. 740; continued scales and arpeggi, finger technic, melody technic, chord technic, staccato and octave technic; J. S. Bach, English Suites, Partiten, and the easier of the forty-eight Preludes and Fugues.

CONCERTED WORKS.—The larger Concertos of Mozart, Concertos of W. F. Bach, J. S. Bach, Mendelssohn, Dussek, Moscheles, Reinecke, Weber, Beethoven, and solo works by both classic and modern composers.

In addition to the foregoing prescribed work, Seniors must appear publicly in recital. For graduation, Seniors must play from memory an entire programme, consisting of at least one concerted number and six solo pieces of not less difficulty than the following:

Mozart, Concerto, C minor, No. 24; McDowell, Sea Pieces, Virtuoso Studies; Weber, Rondo Perpetuel; Foote, Caprice, C major; Scarlatti, Pastorale and Capriccio; Beethoven, Rondo in G, Op. 34; Liszt, "Liebesträume."

For English and other requirements, see page 79.

Post-graduates are required to do further advanced technical work and to perform publicly from memory an entire programme, consisting of at least one of the greater concertos by Mozart, Beethoven, Rubinstein, Chopin, Saint-Saens, Schumann, or a work of similar difficulty, and six solo pieces, such as one of the larger sonatas of Beethoven, the more important solo works of Chopin, Schumann, Liszt, Alkan, Rubinstein, or works of similar difficulty.

In regard to the amount of time to be spent at the Piano, we lay stress on good, rather than long, practice. As emphasized by Leschetizky as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following essential qualities:

1. An absolutely clear comprehension of the principal points to be studied in the music at hand;
2. A clear perception of where the difficulties lie; and
3. A clear understanding of the way in which to conquer those difficulties.

THE NORMAL CLASS.

Special attention is directed to the fact that the Director, Professor Thomas, will this year conduct a Normal Class. This Class is not limited as to numbers. The Class will meet once a week for one hour; and Professor Thomas' system of technic, fingering, memorizing, and interpretation, which has been used with marked success by him, will be thoroughly explained and will be illustrated both by Professor Thomas and by his students.

An exhaustive explanation will be given as to modern principles of teaching and contrasted with old-fashioned and worn-out methods, or, rather, the absolute want of method, in vogue with so many teachers. An extensive list of literature for teaching purposes will be given and the purpose of the same explained, so that a student will be in small danger of committing the error which nearly every young and inexperienced teacher commits: that of assigning to a pupil music altogether beyond the capacity of the student, technically or intellectually, or both, and of assigning pieces and studies without definite purpose in view. The instruction to be had in this Class will be of incalculable benefit to all students of Music, not only to those intending ultimately to become teachers. The Class will be organized each semester. Each member of the Class will provide herself with a pencil and note-book. The notes taken during the lesson period are to be enlarged upon at some other time.

PROFICIENCIES AND DIPLOMAS IN PIANO.

Candidates for the Certificate of Proficiency must have completed the following work: The Course in Piano through the Junior year, thus acquiring the ability to render acceptably compositions by classic and modern masters; one year in Harmony in this Conservatory, and the second year in College Preparatory English in the Literary Course.

Candidates for graduation must do an additional year's work in Piano and Harmony, one year in History of Music, and take the third year in College Preparatory English. In all but very exceptional cases, students already advanced when entering Hardin will be required to spend two full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano.

Post - Graauate Class. — Tausig, daily studies; Kullak, School of Octaves; Philipp's School of Octave Playing; Chopin, Studies, Ops. 10 and 25; Rubinstein, Selected Studies; McDowell, Op. 46; Bach, Wohltemperirtes; Clavier, Transcription of Organ Pieces; Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubinstein, Tausig, Liszt, Brahms, etc.; Advanced Harmony, Counterpoint, Musical Forms.





MRS. MAY BEESLEY ADAM,
Head of Voice Department.

VOICE CULTURE.

Mrs. Adam graduated as a very young girl at the Illinois Conservatory of Music, after which she went to Europe, remaining there in uninterrupted study for three years. Mrs. Adam made successful appearances in concert, recital, and oratorio at Dresden, Germany. She has also sung successfully in concert and oratorio in New York, Pittsburg, Minneapolis, St. Paul, Canton, Ohio, and other cities. She was for five years solo soprano of the famous quartet of the old Third Presbyterian Church, Pittsburg, at a salary of \$1,000 per year, resigning that position to go abroad for a fourth year of study and coaching. She has taught successfully at the various schools mentioned in the Faculty pages of the Catalogue. Her work since coming to Hardin in 1907 has been an unqualified success.

Mrs. Adam knows the field of Vocal Music. She has sound principles of pedagogy. She does not train her students on a limited number of pieces for show purposes. Students are taught for growth and development. Education in Voice is a growth, just the same as in any other line of intellectual effort. This is Mrs. Adam's policy. As an evidence of Mrs. Adam's ability, the Department of Voice has increased very greatly in numbers since she took charge of it.

It is impossible to give a list of studies and songs to be strictly adhered to, as the needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual); Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Concone, fifty lessons; Vaccai; Musical History (one year); songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. 1, Part II.; Panofka, Op. 81, Part I.; Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi, Op. 3; Marchesi Etudes, Ops. 14, 18; Concert; Oratorio and Opera Arias. The



THE SPINNING CHORUS.

student must have a general knowledge of the best Music of the day, of the English, German, French, and Italian schools; History of Music (one year); German or French (one year); the third year in College Preparatory English; and one year in Sight-singing and Ear-training.

VOICE, SIGHT-SINGING, AND EAR-TRAINING.

MISS EVA HOLMAN.

Miss Holman is a pupil of Mrs. Adam, having graduated under Mrs. Adam's direction of the Voice Department at the Frances Shimer Academy of the University of Chicago. Miss Holman has a beautiful voice, and has proven a most thorough and competent teacher. She had charge of the Voice Department at Mount Morris College, Mount Morris, Ill., during the season of 1907-08. She has had a very unusual course in Sight-singing and Ear-training. This embraces also the regular public work. She finished the full course in this work, as required for graduation in Voice, at the Frances Shimer Academy, and in addition has had a post-graduate course under the Silver-Burdetts, at Chicago. Her work in the Regular Voice Department, as well as in Sight-singing, has been unusually successful at Hardin College during the past season. Her classes have been crowded.

PROFICIENCIES AND DIPLOMAS IN VOICE.

Students completing the second year, as laid down on page 82, including Harmony one year and second year College Preparatory English, will be awarded a Certificate of Proficiency in Voice.

Candidates for graduation in Voice must have completed one year in Harmony, one year in History of Music, one year in either French or German, the third year in College Preparatory English, the second year's work in Piano; be able to play accompaniments *well*; read Vocal Music at sight; and acquit themselves creditably in public recitals. The completion of this work, a three-years course (two years of which must be in this Conservatory, except in very exceptional cases), entitles the student to a Diploma in Voice.

Post-Graduate Class.—Advanced Voice Training; Voice Repertoire. Students in this Class must complete also the third year (Junior work) in Piano.

THE ORGAN.

COURSE OF STUDY.

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas, by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the Modern School of Organ-Playing, represented by Guilmant, Widor, Saint-Saens, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual Organ, twenty-four stops, built by Hook & Hastings, of Boston. The Organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost, \$3,500.

THE VIOLIN.

MISS LYDA BELLE KOUNTZ.

First Year.—Violin School, Hofman; Pieces by Weiss, Greenwald, Sitt, De Beriot, Wolferman, Weidig, Althaus, Dancla, etc.; Duos by Pleyel, Herrmann, Mazas, etc.

Second Year.—Etudes by Kayser, David, Mazas; Pieces by Weidig, Dancla, David, Hauser, Schumann, Bohm, Blord, etc.

Third Year.—Etudes by Mazas, Kreutzer; Pieces by Sitt, Ries, Spohr, Handel, Raff, Artot, Wieniawski, etc.

Fourth Year.—Etudes by Rode and Fiorillo; Sonatas by Gade; Concertos and Concert Pieces by Seitz, Accolay, De Beriot, David, Raff, Ernst, etc.

Post-Graduate Year.—Etudes by Garines; Sonatas by Beethoven; Concertos and Concert Pieces by De Beriot, Vieuxtemps, Wieniawski, Ries, etc.



SENIORS IN VIOLIN.

Miss Edith Crosby, Mexico, Missouri.

Miss Edith McCormick, Nowata, Oklahoma.

PROFICIENCIES AND DIPLOMAS IN VIOLIN.

Students who complete a three-years course—one year of Harmony and the second year in College Preparatory English—will be granted a Certificate of Proficiency in Violin.

Candidates for graduation in Violin must complete the full four-years course, as laid down, with two years of Harmony, and the third year in College Preparatory English. On finishing this course students are entitled to a Diploma in Violin.

HARMONY.

PROFESSOR HARWOOD.

Junior Year.—Primary work in Intervals; Scale and Chord Construction; original work in Melody Writing; Two- and Four-part Harmony Writing, with study of Triads, Chords of the 7th and 9th, as far as Open Harmony. Text, Emery's "Elements of Harmony."

Senior Year.—First Semester: Progression of Dissonant Chords; Modulation; Melody Writing.

Second Semester: Musical Analysis; Form; Counterpoint, Strict and Free; Five Species, two and three parts.

MUSICAL HISTORY.

PROFESSOR HARWOOD.

Text-Book, Baltzell, with Hamilton's "Outline of History."

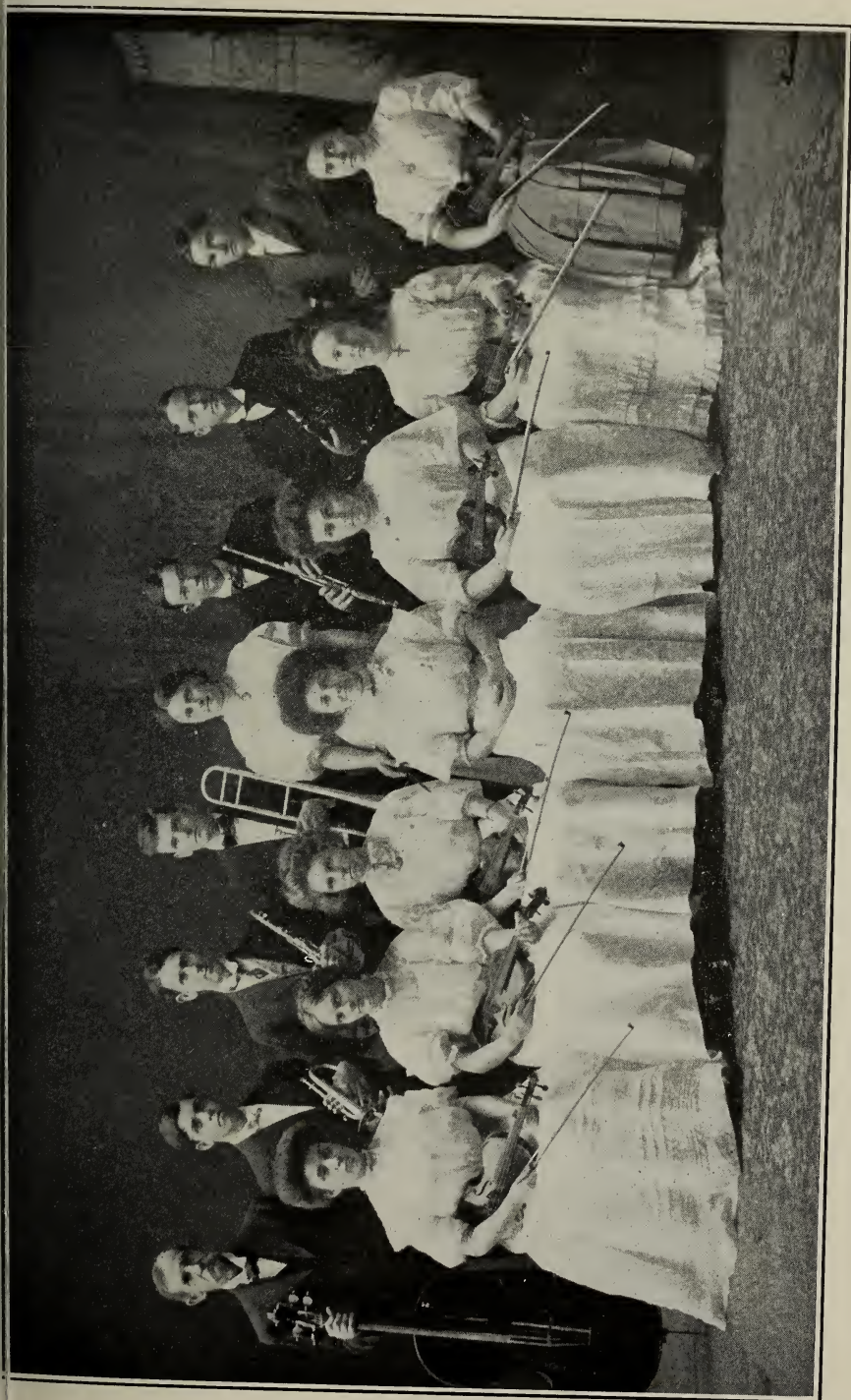
CONCERTS AND RECITALS.

In order that the Conservatory Students may have opportunity to increase their knowledge of Music and Musical Literature, frequent Concerts and Recitals are given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in Music of frequently attending and participating in such Concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such Concerts. Recitals by leading artists can be had at the cost of about one dollar (\$1.00) per student for each Recital.



VOICE SENIORS

Upper Row:—Allene Cauthorn, Mexico, Mo.; Frances Gupton, Montgomery, Mo.; Effie Campbell, Mexico, Mo.
 Lower Row:—Nelle Yous, Mound City, Mo.; Helen Jolly, McAlester, Okla.; Nieta Vaughn, Humansville, Mo.



THE ORCHESTRA.

FACULTY RECITALS.

Season 1908-09.

FIRST FACULTY RECITAL.

Friday Evening, January 22, 1909, at 8:15⁰' Clock.

PIANOFORTE RECITAL

BY MR. IVOR A. THOMAS.

Programme.

Vecchio Minuetto,	Sgambati
Nocturne in F Major,	Rubinstein
"Wedding Day at Troidhaugen,"	Grieg
Ballade in D Minor,	Brahms
Minuet in E,	Campbell-Tipton
"Blurette,"	Schuett
"After the Battle,"	Alkan
Melodie,	Hugo Kaun
Waltz,	Nolck
Reverie,	R. Strauss
Rhapsodie in B Minor,	Brahms

RECITAL OF OLD MUSIC OF THE SCHOOL BEFORE BACH.

BY MISS S. HARRIET ROBBINS.

Auditorium, Monday Evening, March 1, 1909, at 8:15 o'Clock.

Vocal Numbers by Pupils of Mrs. Adam.

Short Explanatory Remarks by Miss Robbins.

Programme.

Prelude and "Carman's Whistle" and Variations,	(1546-1623) William Byrd
The King's Hunting Jigg,	(1563-1628) Dr. John Bull
Gavotte in D Minor,	(1633-1687) Giovanni Batista Lully
Gigue in A Major,	(1653-1713) Corelli
"Nymphs and Shepherds,"	(1658-1695) Henry Purcell
"The Waving Scarf,"	(1668-1733) François Couperin
Sonata in E Minor (Pastorale),	(1683-1757) Domenico-Scarlatti
Sonata in E Major (Capriccio).	
Tambourin.	

THIRD FACULTY RECITAL.

MISS LAWSON,	Piano
MISS HOLMAN,	Voice
MISS CARLETON FONVILLE,	Accompanist

Programme.

PART I.

"Torchlight Dance of the Brides of Cashmere,"	Rubinstein
Paganini Etude,	Schumann

MISS LAWSON.

"Die Lotus Blume" ("The Lotus Flower"),	Schumann
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"The lotus flower feareth
 Yon beaming sun so bright,
 And, with her head low bended,
 She dreamily waiteth the night.
 The moon, he is her lover,
 He wakes her with silvery lure,
 To him she gladly unveileth
 Her snow-white flower face pure;
 She blooms, and glows, and lightens,
 And gazes mutely on high,
 Exhaling, and weeping, and trembling
 For love and love's over-joy."

"Widmung" ("Dedication"),	Schumann
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"Thou art my soul and thou my heart;
 Thou all my joy and sorrow art;
 Thou art my world, for life adoring;
 My heaven art thou, wherein I'm soaring;
 O thou my grave, wherein for aye
 My every woe is laid away;
 Thou art repose, art peace unending;
 Thou art from heaven a boon transcending;
 How in thy love I seem renewed—
 Thy very gaze transforms my mood;
 O'er self thy love doth lift me high,
 My guardian fay, my better I."

Solveig's Song,	Grieg
MISS HOLMAN.	

Scherzo in B Flat Minor,	Chopin
MISS LAWSON.	

PART II.

Song of Provence,	Del'Acqua
MISS HOLMAN.	

"Ich Liebe Dich" (Transcription),	Grieg
"Papillon,"	Grieg

MISS LAWSON.

"Beloved, It Is Morn,"	Aylward
"Love Is a Bubble,"	Allitsen

MISS HOLMAN.

Valse in E,	Moskowski
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MISS LAWSON.

"Frühlingzeit" ("Springtide"),	Reinhold Becker
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"When the springtide o'er the hills is seen,
 And the sun's warm rays dissolve the snow,
 When the trees first don their garb of green,
 And the violets first their purple show;
 When, through hill and dale, signs of winter fail,
 Gone is all the snow and gales that blow,
 Then the valleys shout and the hills about
 Echo the refrain, 'Spring is come again!'"

"Oh! and was not this the time of year
 When our hearts first knew of love and bliss,
 When we grew to one another dear,
 When our lips first lingered in a kiss?
 Then a glen awoke, winter's spell was broke,
 And the birds then sang till the woodland rang,
 Then the valleys cried and the hills replied,
 'Spring has come at last!'"

MISS HOLMAN.

IN SELECTING A SCHOOL

inquire carefully concerning the training of those who are to have charge of your daughter's mental and moral development.

THE FACULTY.

In the Faculty are representatives of the following celebrated institutions of learning:

University of Chicago, University of Michigan, University of Missouri, Cornell University, Johns Hopkins University, University of Berlin, Bryn Mawr, Northwestern University, William Jewell College, Randolph-Macon and Bellevue, the Royal Conservatories at Berlin, Leipzig, Stuttgart, Dresden, Vienna, Germany, and other seats of learning in Europe and America.

SOME SPECIAL ADVANTAGES OFFERED AT HARDIN.

1. All Departments are in charge of Instructors who have spent many years in training for their life-work.

2. The large number of teachers guarantee ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.



THE AUDITORIUM.

3. The College is not a private institution handicapped by debt.
4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus, none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

EXPENSES FOR THE SCHOLASTIC YEAR.

For shorter time, see paragraph, page 96, on withdrawal.

Patrons, by virtue of entering wards or daughters as students, accept the term published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects; it embraces all studies not found under the head "Extra Branches," below. Students taking "mixed" or "special" courses must exercise great care in making up courses.


DAY PUPILS—COLLEGIATE OR LITERARY COURSE.

One Literary Study.....	\$20 00
Two Literary Studies.....	40 00
Three or more Literary Studies.....	60 00

BOARDING PUPILS.

Board, heat, light, laundry, as stated below, well-furnished room,
and full Collegiate (Literary) Course, per scholastic Year...\$275 00


Fifteen to twenty plain pieces per week allowed for washing. Collars, cuffs, shirtwaists, and fancy skirts are not included in the College laundry.


 Boarding pupils not taking regular Literary Course will be charged \$215 the school year for board, room, heat, light, and plain laundry. In case only one or two literary branches are added, the charge will be \$20 for each branch. Four Literary Studies come at \$60. Literary Studies cannot be exchanged for additional piano practice or for other items. The charges for extra or special studies are as follows:

Piano, Professor Ivor A. Thomas, Director, for advanced students, one-half year, \$55.00; whole year.....	\$100.00
Piano, Prof. Fred Harwood, one-half year, \$45.00; whole year...	80.00
Piano, Miss Sawyer, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawson, one-half year, \$40.00; whole year.....	70.00
Practice on Piano, one hour per day, per year.....	10.00
Normal Class, one-half year, \$10.00; whole year.....	20.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Voice, individual, Mrs. Adam, half-year, \$45.00; year.....	90.00
Voice, individual, Miss Holman, half-year, \$40.00; year.....	70.00
Vocal Music, sight-reading in class.....	10.00
Harmony, in class.....	20.00
History of Music.....	20.00
Pipe-Organ, one-half year, \$55.00; whole year.....	100.00
Practice on Organ, two hours per week, per year.....	20.00
Violin, one-half year, \$35.00; whole year.....	60.00
Painting and Drawing, or either:	
One hour daily in studio, one-half year, \$25.00; whole year..	40.00
Two hours daily in studio (Regular Course), one-half year, \$40.00; whole year.....	70.00
Three hours daily in studio, one-half year, \$50.00; year....	90.00
Sketch Class, per month, one lesson per week.....	1.00
Individual lessons, one-half hour, each.....	1.00
Expression, in class, two half-hour lessons, per week.....	20.00
Expression, individual lessons, two half-hour lessons per week, one-half year, \$40.00; year.....	70.00
Gymnasium (Delsarte, etc.), class instruction, two half-hour lessons per week.....	10.00
Typewriting (one semester), \$10.00; whole year.....	20.00
Stenography, half-hour lessons daily (one semester), \$20.00; whole year.....	40.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, Commercial Law, English), one semester, \$50.00; one year.....	90.00
Bookkeeping, one year.....	30.00
Cooking Lessons, course of ten weeks: One lesson per week, one course, \$5.00; two courses, \$10.00; three courses, \$15.00; materials for each course, \$2.00.	
Library fee, paid by all who take any literary work, or History of Music.....	2.50
Round Table Course, one year.....	10.00
Diploma, real parchment.....	10.00

 Unless otherwise stated, students enter for the entire school year. Three-fifths of the annual contract price is due and payable September 14, 1909, on entrance, and two-fifths January 15, 1910. All remittances should be by Bank Draft, Postoffice Money Order or Express Money Order. *Do not send private checks.* Remittances should be made to John W. Million, President.

 All overdue accounts draw 6 per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, light, and plain laundry.

TO MINISTERS OF THE GOSPEL.

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS.


Young ladies who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition (\$60.00), provided the course selected, including board, room, etc., amounts at Catalogue rates to \$300 or more, not including the literary tuition. This free literary tuition can be applied only to literary subjects.

TO ORPHANS.

Special rates to Orphans whose resources are limited.

WITHDRAWAL.

The following is an essential part of every contract:

 Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, plain laundry, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is, when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning

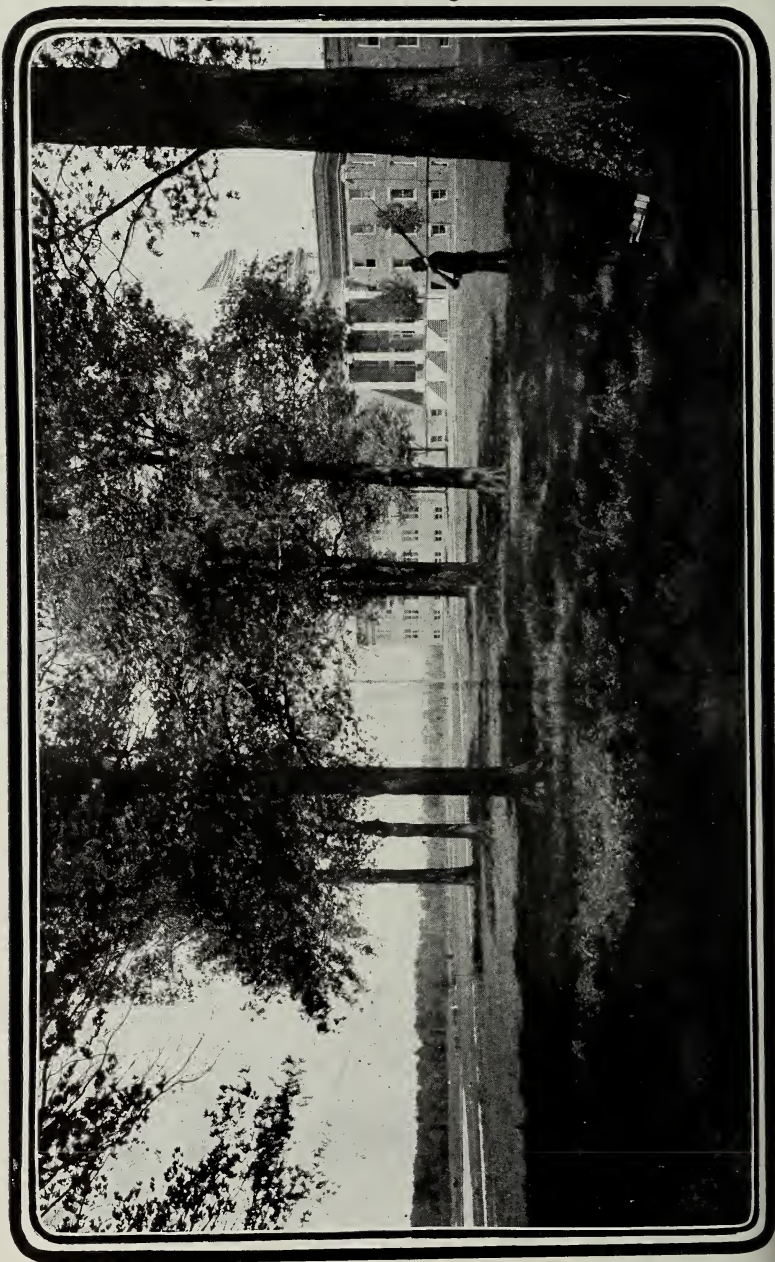
from the time the room is surrendered. No deduction is made for temporary absences during the year.

☞ Students who withdraw from College at the beginning of Christmas holidays will be charged for the half-year.

Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

The President will take pleasure in giving any information desired as to the College or the Conservatory. For Catalogue or further information, address,

JOHN W. MILLION, *President*,
Mexico, Mo.



MISSOURI MILITARY ACADEMY, MEXICO, MO.

Missouri Military Academy

MEXICO, MISSOURI.

A select and thorough Classical, Scientific, Commercial, and Military Boarding School. A good teacher to every ten or twelve boys. Special attention given to each Cadet in his studies and daily life. Guarantees to turn out no failures.

The School Home is delightful, with new buildings and modern improvements; beautiful, healthful, and refined surroundings. There is no better place for nice boys of manly hopes and laudable ambitions. Others are advised not to apply.

"Let another man praise thee, and not thine own mouth."—*Proverbs, 27:2.*

"The Missouri Military Academy, with an academic staff of so able, accomplished, and experienced educators, is an ample guarantee of success."—EX-SENATOR F. M. COCKRELL.

"No boy ever took a course in Cononel Fonville's school without being made better, more manly, and more useful."—S. B. FOSTER, *Supt. Schools*, Bonham, Texas.

"If I had forty boys, I would send them all to Missouri Military Academy."—JOHN LOTZ, Ironton, Mo.

"Your school is something far better than an excellent Academy—it is a true home for boys."—MOSES STERN, Camden, Ark.

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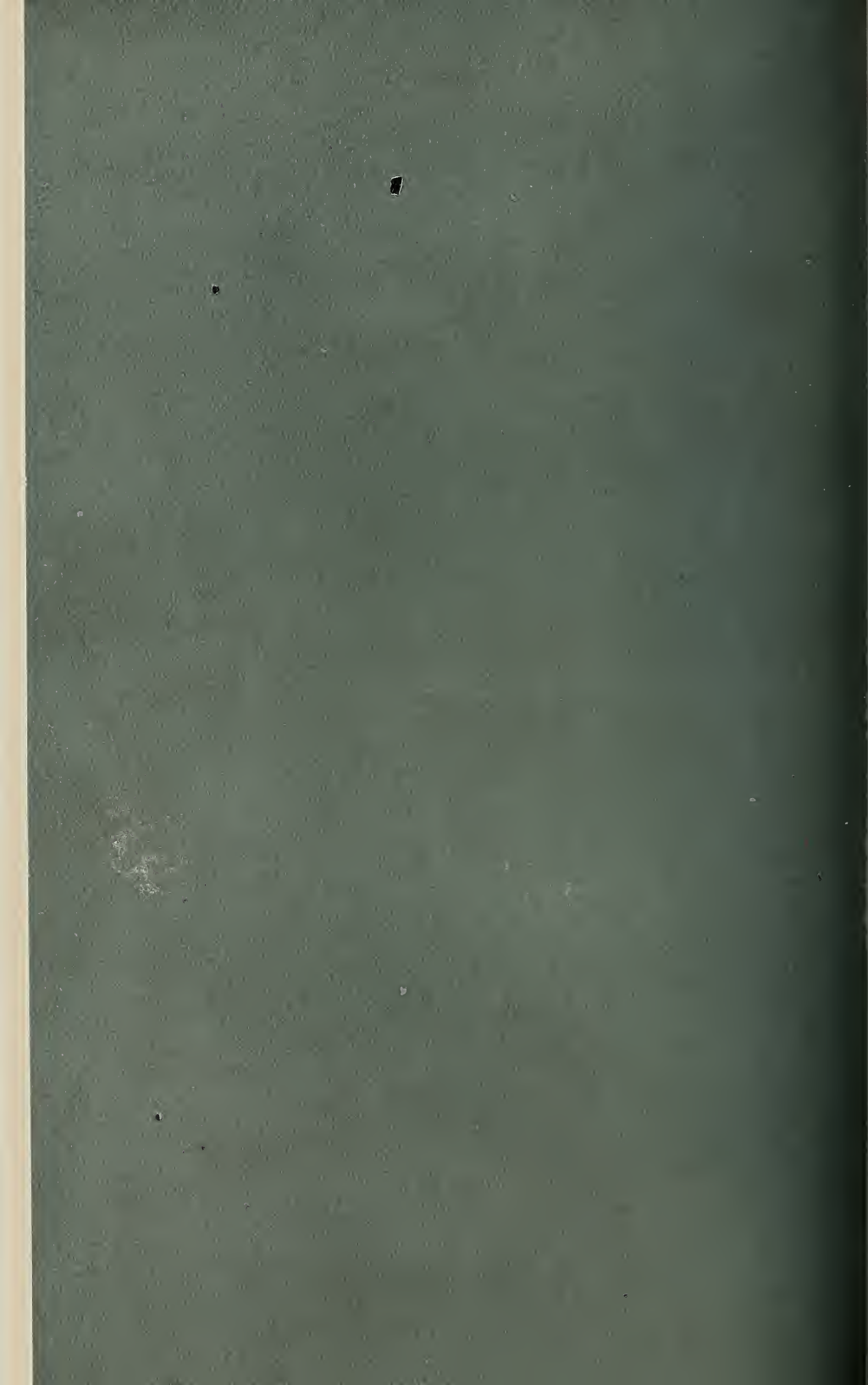
"Your school is the best in the State."—FRANK L. MILLER, Kansas City, Mo.

"Missouri Military Academy is the best military school on earth to-day."—DR. L. A. POWELL, Hebron, Neb.

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MEXICO, MO.





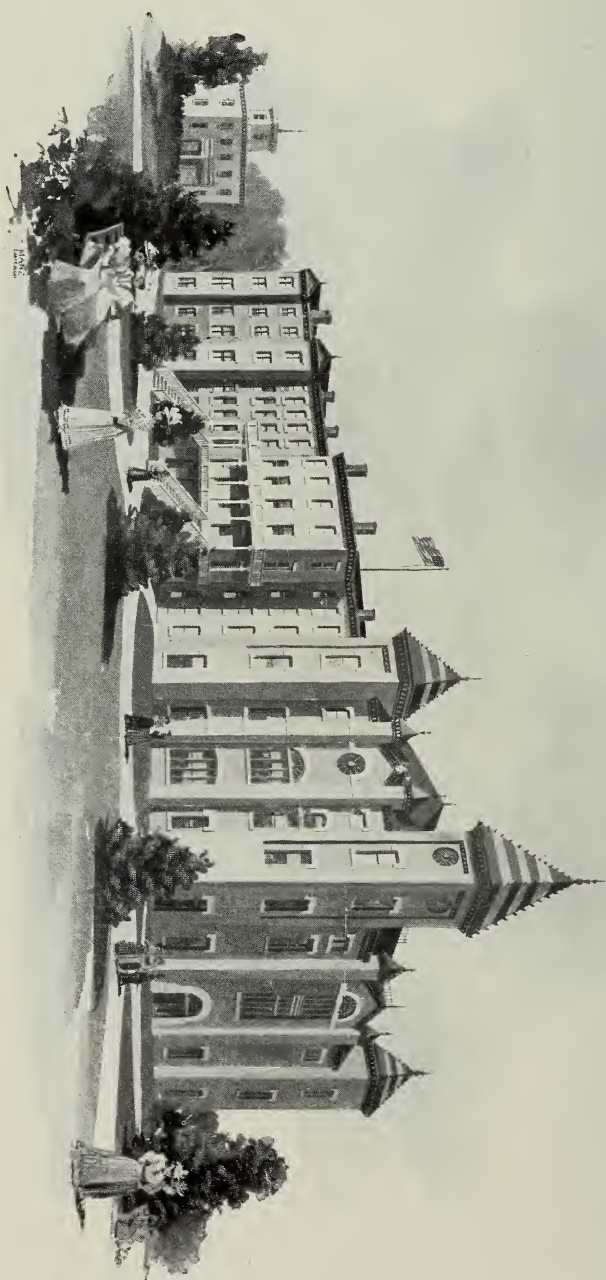


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1909 - 10
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HARDIN COLLEGE AND CONSERVATORY OF MUSIC



REGISTER OF STUDENTS, 1909-1910.
PROGRAMME, 1910-1911.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

HARDIN COLLEGE



AND

Conservatory of Music

MEXICO, MISSOURI

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Calendar.

Enrollment, Day Students, Wednesday, September 7, 1910.

First Semester begins Thursday, September 8, 1910.

Registration and Classification of Students, Wednesday and Thursday, September 7 and 8. Regular Recitations begin Thursday, September 8.

Reception to New Students by the Faculty and Y. W. C. A., Saturday September 10, 8.00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Monday, January 16, 1911.

Washington's Birthday.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnæ Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 28.

Commencement Day, Awarding of all Diplomas, Tuesday May 30.

Faculty, 1910-1911.

JOHN W. MILLION, *Political Economy, History.*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; President of Hardin College since 1897; Member of American Economic Association; Active Member of National Educational Association; Second Vice-President of the State Historical Society of Missouri; Author of "State Aid to Railways in Missouri;" Member of Advisory Council, World's Best Orations.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table.*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, Md., 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MISS LOUISE PETTIBONE SMITH, *Associate in Greek and Latin.*

Graduate of the Ogdensburg Free Academy, Ogdensburg, N. Y., 1903, with Classical and Advanced Academic Diplomas of the New York State Board of Regents, both with honor; Graduate of the Balliol School, Utica, N. Y., 1904; Holder of the Second Bryn Mawr Matriculation Scholarship for New York, New Jersey, and Delaware, 1904-05; Holder of the Maria Hopper Scholarship, 1905-06; Holder of the Anna Powers Scholarship, and of the James E. Rhoades Junior Scholarship, 1906-07; A.B., Bryn Mawr College, 1908; successful in tutoring Students for entrance to Yale and Bryn Mawr; Teacher in Hardin College, 1908-10.

FACULTY—Continued.

MRS. H. M. RICHARDSON, *Lady Principal, Bible.*

Many years' experience in girls' schools (Baptist Female College, Lexington, Mo., and Hardin College); highly recommended by President W. A. Wilson, Baylor College, Belton, Texas; H. C. Wallace, Lexington, Mo.; Rev. G. W. Hyde, Lexington, Mo., and W. N. Collins, Superintendent of Postal Order Department, Kansas City office, 1897; traveling in Europe, summer of 1906; special work University of California, Berkeley, summer of 1908; Lady Principal Hardin College since 1902.

MISS BLANCHE RIGGS, *English.*

Iowa State Teachers' College, 1897-1900; University of Chicago, 1905-07, and 1908-09, taking degree Ph.B., 1907, and Degree Ph.M., 1909; Teacher High School, Riceville, Iowa, 1900-02; High School, Mason City, Iowa, 1902-05; High School, Grand Rapids, Wis., 1907-08; Head of English Department, Hardin College, 1909-10.

MISS MARY BLANCHE HILDEBRAND, *Assistant in English.*

Four years an undergraduate student at Missouri State University, 1905-1909, A. B. degree 1909. Scholarship in English, *ibid.*, 1909-1910; Graduate Student, *ibid.*, 1909-1910.

MISS MAUDE WILLIAMSON, *Mathematics, Science.*

A.B. Degree, University of Illinois, June, 1909; Preliminary Honors, 1907; Teacher, Lynchburg, Texas, 1905-06; Practice Courses in Teaching, University of Illinois, 1908-09; Teacher in Hardin College, 1909-10.

GUY C. MOTLEY, *History, Philosophy.*

A.B. Degree, William Jewell College, Liberty, Missouri, 1909; Teacher in Hardin College, 1909-10.

FACULTY—Continued.

MISS LUELLA E. KIEKHOEFER, *French, German, History of Art.*

Completed preparatory school work in 1897; graduated from Northwestern College, Naperville, Ill., 1901 (Ph.B.); received Degree Ph.M., 1904, *ibid.*; two years of study and travel in Europe, 1904-06; three semesters at Berlin University; Student of Fraulein Klemm, Berlin; Private Teacher in French and German and Exchange Work, Berlin and Paris; studied French in Geneva and Paris; attended lectures at Sorbonne, spring of 1906; Student of Guilde Internationale, Private Teachers, spring and summer of 1906; attended lectures at Chicago University, summers of 1908 and 1909; Special Work in French with Mme. Bel Fouche, of Chicago, summer and fall of 1909; Teacher of English in Preparatory School of Northwestern College, 1902-04; two years' leave of absence spent in Europe. Teacher of French and German at Northwestern College, 1906-08; Professor of French and German at Northwestern College, 1908-10.

MRS. E. T. SEWALL, *Principal of Preparatory Department.*

Educated in Public Schools of New Hampshire, Haverhill, Mass.; High School and Tilton Female Seminary, Tilton, N. H.; many years' experience as Teacher in the Public Schools of New Hampshire and Maine; five years Teacher in the Preparatory Department of Penacook Academy, Penacook, N. H.; seven years Teacher of Algebra and Reading in the State Norman School, Farmington, Me.; Principal of Grammar School, Farmington Falls, Me., 1902-06; Teacher in Hardin College since 1906.

MISS ETHEL THORNBURGH, *Commercial Department.*

Graduate Mexico High School; Student University of Missouri, summer of 1906; Teacher in Hardin College since 1902.

MISS DELPHA HENEGAR, *Stenography, Typewriting.*

Graduate Queen City Business College, Springfield, Mo., 1900; Business Course, Hardin College, 1903; short term at Rubicam Business College, St. Louis, Mo., 1904; held positions with Wood & Reed Mercantile Co., Gainesville, Mo., 1901-03; Sanner & Felter Hardware Co., St. Louis, Mo., 1904-07; Bahamas Timber Co., Bahama Islands, 1908-09.

FACULTY—Continued.

MISS MARY ABIGAIL JACK, *Expression*.

Graduate Hazleton Seminary, Hazleton, Pa., 1893; Graduate, 1896, and Post-graduate, 1897, of Emerson College of Oratory, Boston, Mass.; Teacher of Expression and Physical Culture, Monroe Female College, Forsyth, Ga., one year, beginning fall of 1897; Private Classes in Physical Culture, Hazleton, Pa., during vacations from College, which lasted from June until October; Teacher of Expression in Friends' School, Wilmington, Del., four years, beginning fall of 1899; Student of Expression, School of Expression, Chautauqua, N. Y., Instructors: Professor S. H. Clark, Mrs. Bertha Kuntz Baker, Mrs. Emily Bishop, summers of 1905, 1907 and 1909; Student in School of Physical Education, Chautauqua, N. Y., summer of 1906; Teacher of Expression and Physical Culture, Liberty College, Glasgow, Ky., two years, beginning fall of 1905; private work in Expression with Mrs. Bertha Kuntz Baker, of New York City, August, 1905, and Mrs. Charles Wesley Emerson, Boston, while at College; Teacher in Hardin College since 1907.

MRS. DEA CARR SMITH, *Drawing, Design, Painting, Sketching, China Decoration, Clay Modeling, Brass, Leathercraft*.

Art League, New York; Special Pupil of Carl Weber, Philadelphia; Special Scholarship Pupil of Walter Satterlee, New York; A. T. Van Lear; Art History Course, Chautauqua, N. Y.; Pupil of Herr Punsch and M. Ellen Iglehart in Design, Marshall Fry, New York, and F. B. Aulich, Chicago, three seasons; in China Decoration, Medal in China at Atlanta Exposition, 1895; five years in Private Studio, Seattle, Wash.; five years Principal of Art Department, Galloway College, Searcy, Ark.; Medal World's Fair, St. Louis; Hardin College, 1898-1900; Liberty Ladies' College, 1900-02; Member of National League of Mineral Painters; Teacher in Hardin College since 1902; traveling and sketching in Europe, summer of 1907.

MISS LUTIE VAUGHAN, *Assistant in Art*.

Graduate in Art, Hardin College, 1905, four years' course; Post-graduate work, Hardin College, 1906; Teacher Woodlawn Seminary, Gordonsville, Va., 1907-08; studied at Hardin College, 1909-10.

FACULTY—Continued.

MISS MABEL ELSIE EATON, *Domestic Science (Cooking, Sewing).*

Student Liberty High School, Liberty, Mo.; Graduate of Hardin College, Art and Literary, 1906; Graduate Student and Art Assistant, Hardin College, 1906-07; Art Institute, Chicago, summer of 1909; two years' Proficiency in Cooking, Hardin College, 1904-06; Domestic Science School, Chicago, summer of 1909; Teacher Grade School, Teziutlan, Old Mexico, 1907-08; Teacher in Hardin College, 1909-10.

MISS MONETA MOSS, *Physical Culture Director, Superintendent of Practice.*

Sophomore Academic Work, University of Missouri, Anatomy (Dr. Bell), Physiology (Dr. Gibson), Physical Culture (Miss Hartwell and Miss Trilling, 1909-10; Theory of Teaching Physical Culture, eight weeks' course Dr. Hetherington, summer of 1910.

MRS. M. L. EATON, *Governess.*

Governess in Hardin College, 1900-07; 1909-10.

MRS. TINA B. DOBYNS, *Manager of Boarding Department.*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.

German-American Conservatory of Music.

Faculty.

PROF. A. E. GUERNE, *Director of Instrumental Department, Piano.*

Graduate of the Royal Conservatory of Stuttgart; taught two years in same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in St. Leonard's School (Banff), and in Aberdeen, Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10.

PROF. HENRIK GJERDRUM, *Piano.*

Student with different teachers in Christiana, also with the Conservatory of that City, finishing up with Mrs. Onarheim, in 1905; left for America same year and taught Piano Music in Valley City, N. D., for two years; returned to Europe in 1908; resumed studies with Mrs. Onarheim in Christiana. Studied three months with Vianna Da Motta in Berlin.

MRS. MAY BEESLEY ADAM, *Voice.*

Graduate Classical Course, Jacksonville Female Academy; Graduate Illinois Conservatory of Music, 1888; Pupil of Ettore Barili, 1888-89; three years in Europe, 1890-93, as Pupil of Frau Otto Alysleben, Fraulein Natalie Haenish, Herr Reinhold Becker, Dresden, Germany, and of Clement Tetedoux, Paris; 1896-97, Dresden, Germany; Pupil of Fraulein Orgeni, experience on Concert Stage, Oratorio; Solo Soprano, Eastern Church Choirs, 1894-1901; taught in private Studio, two years, at Pittsburg, Pa., 1898-1901; Voice Department, Glendale College, Cincinnati, Ohio, 1903-04; Voice Department, Harcourt Place Seminary, Gambier, Ohio, 1904-06; Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1906-07; reads and sings Italian, German and French. Hardin Conservatory since 1907.

GERMAN-AMERICAN
CONSERVATORY OF MUSIC—Continued.

MISS JESSIE FRANCES GUPTON, *Assistant in Voice.*

Graduate High School, Montgomery, Mo., 1907; Student in Hardin College in Piano and Voice, 1907-09, graduating from Voice Department 1909; Post-graduate work, Hardin College, 1910; Special work in Sight Singing and Ear Training, American Institute of Normal Methods, Chicago, summer of 1910; Private Teaching in Montgomery, Mo., 1908-10.

MISS MARY BELLE SAWYER, *Piano.*

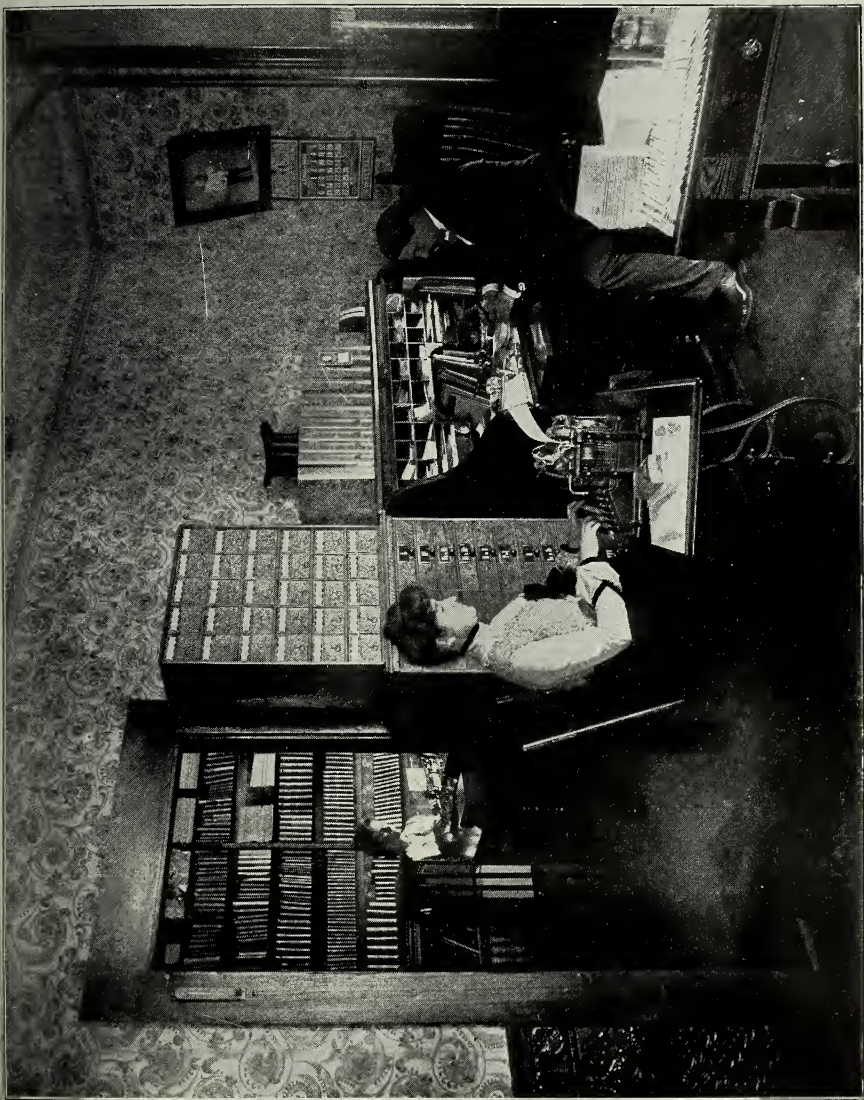
Graduate of Cushing Academy, Ashburnham, Mass., Musical Course, 1889; Private Instruction, Piano, Organ and Harmony, under Prof. M. B. Cummings, Boston, 1889-95; under Prof. G. E. Whitney, New England Conservatory, 1895-96; under Prof. Dunster, Fitchburg, 1896-97; Piano under Mr. Arthur J. Bassett, Worcester; Harmony and Theory under Mr. J. Wallace Goodrich, Boston, 1898-1900; Private Teaching, 1890-1900; Head of Instrumental Department, Cushing Academy, 1900-02; Piano under Frau Varette Ter-Stepanoff (Leschetizky Method), Berlin, Germany, 1904-08; Harmony, Musical Analysis, etc., under Mr. Edgar Stillman-Kelley, Berlin; Vorbereiter for Frau Stepanoff, Private Teaching, 1904-08; Teacher Willard School, Berlin, 1906-08; Teacher in Hardin College, 1909-10.

MISS BETTIE LAWSON, *Piano.*

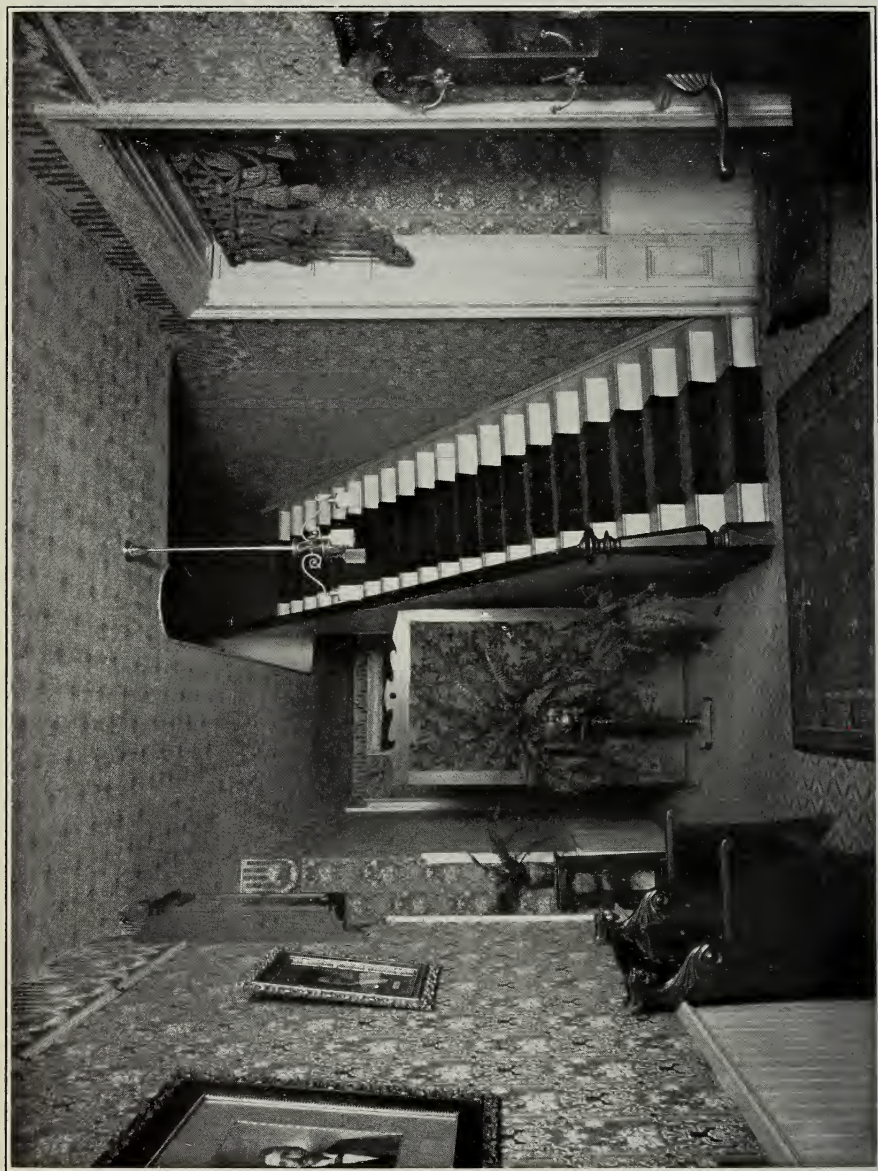
Three years' study in Piano, Hardin College, 1903-06; Graduate in Piano, *ibid.*, 1905; Post-graduate Course, Piano and Counter-point, *ibid.*, 1905-06; Private Teaching, St. Louis, Mo., 1906-07; Course of Piano Lessons under Prof. E. R. Kroeger, St. Louis, Mo.; Private Teaching, Senath, Mo., 1907-08; Teacher in Hardin since 1908.

MISS FRED A. SURMANN, *Violin, Harmony, History.*

Since seven years of age studied Violin under John F. Surmann, Louisville, Ky.; Harmony and Counter-point under Carl Schmidt, Louisville, 1901-03; played Second, First Violin Viola in Philharmonic Orchestra, Louisville, 1901-07, 1908-09; Piano under Miss Lotchen Surmann, New York City, 1907-08, and played in New York Festival Orchestra; Piano under Miss Louise Hollis, Louisville, 1909; taught Violin in Louisville, Ky., three years.



THE OFFICE.

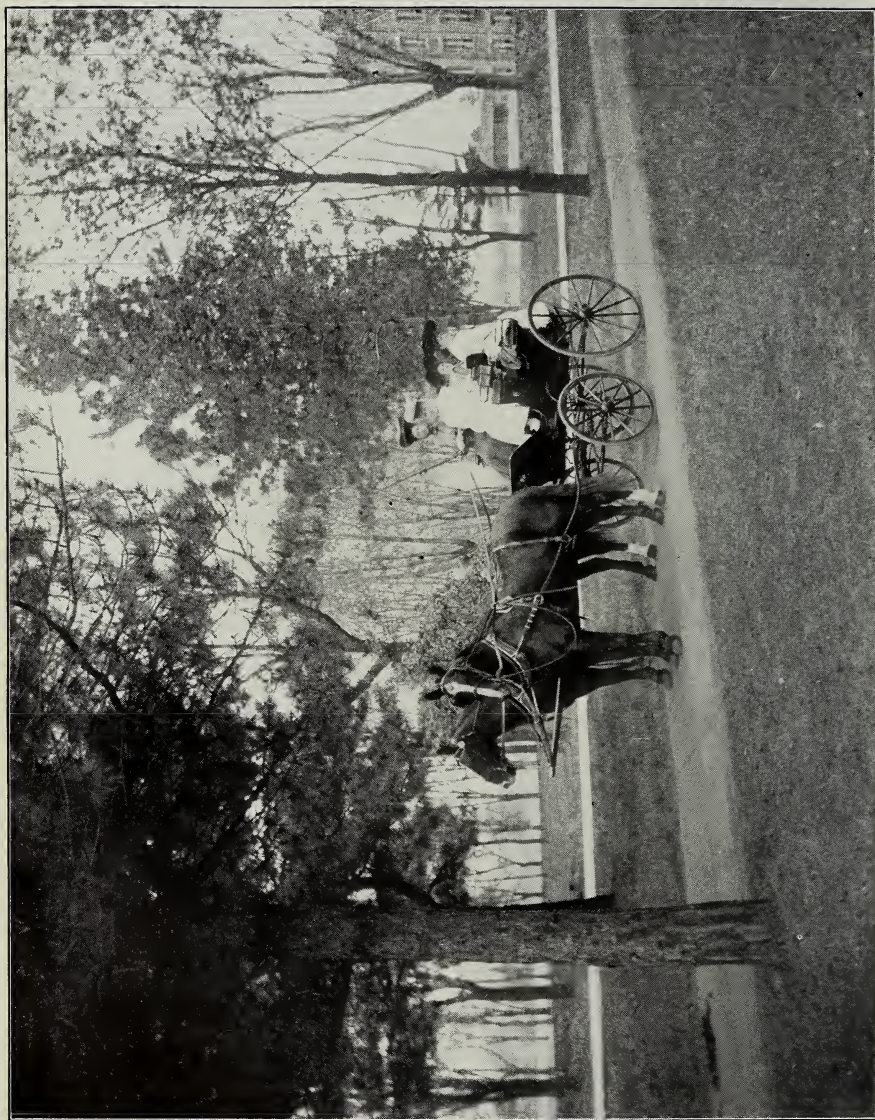


FRONT HALL.



JOHN W. MILLION, A. M., LL. D.,

Professor of History and Political Economy, 1895-97; elected President June 4, 1897;
re-elected President February 5, 1901; re-elected President February 5, 1906.



THE DRIVE ON CAMPUS.



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Mrs. Sewall
Mrs. Million
Miss Smith

Prof. Motley

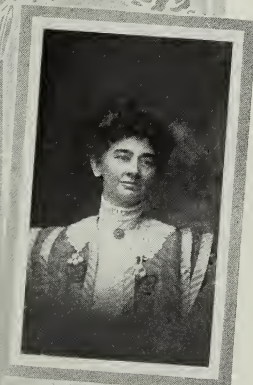
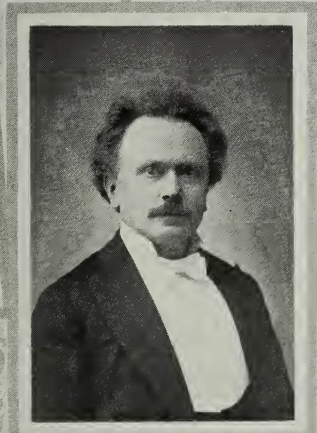
Miss Thornburgh

Pres. Million

Miss Riggs

Miss Williamson

Miss Kiekhoefer
Mrs. Richardson
Miss Hildebrand



FINE ARTS FACULTY

Ms Jack
F. Gjerdrum
Ms Eaton

Miss Lawson Miss Sawyer
Prof. Guerne Miss Surmann
Miss Vaughan

Mrs. Smith
Mrs. Adam
Miss Gupton



HARDIN COLLEGE AND CONSERVATORY.

Hardin College and Conservatory for Young Women.

FOUNDED AND ENDOWED BY

Gov. Chas. H. Hardin, A. M., LL. D.

JUNE 6th, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, November 15th, 1909:

Grounds, eleven acres, worth.....	\$40,000.00
Buildings, worth.....	75,000.00
Endowment.....	77,665.00
Library, Apparatus, Furniture.....	20,000.00
	<hr/>
	\$212,665.00

The property is all in excellent condition. By the terms of Governor Hardin's gift, 40 per cent of the income from the endowment shall be added to the principal until the endowment amounts to

ONE-HALF MILLION DOLLARS (\$500,000).

Thus the permanency of the institution is as well assured as human affairs can be. The College grounds, over ten acres in area, are covered with beautiful shade trees.

GROWTH OF ENDOWMENT.

Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown during the past twenty-five years from \$36,028 to \$77,655.

1884.....	\$36,028	1900.....	\$62,250
1885.....	37,265	1901.....	64,300
1890.....	45,331	1902.....	65,500
1895.....	53,555	1903.....	67,000
1896.....	55,128	1904.....	69,000
1897.....	57,000	1905.....	71,000
1898.....	58,700	1909.....	77,655
1899.....	60,600		

The College building is convenient, commodious, and safe; it is provided with

MODERN CONVENIENCES.

The building is *lighted by electricity and heated by steam.*

The dormitories are large, with high ceilings, well equipped with substantial furniture. There are *bath rooms, closets, hot and cold water on each floor.*

IMPROVEMENTS RECENTLY MADE, PAID FOR OUT OF ENDOWMENT PROCEEDS—NOT PAID FOR BY STUDENTS.

THE ADVANTAGE OF AN ENDOWED SCHOOL
IS THUS MADE CLEAR.

Rewiring the building.....	\$1,000.00
Four-hundred-foot well.....	1,000.00
Paving.....	2,200.00
Steel ceiling in Concert Hall.....	600.00
Painting and repairs.....	1,200.00
	<hr/>
	\$6,000.00

During 1909-1910 250 volumes have been added to the library, 50 of these being donated by Prof. J. W. Barley, formerly head of the English Department.

SECURITY FROM FIRE.

(1) Six *stairways* lead from the upper to the lower stories; (2) *four* solid brick walls range east and west through the building and *eight* brick walls run north and south; (3) *five iron ladders* on the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of

water from the city waterworks available on every floor; (6) *a night-watch on duty all night* (7) a fire alarm system, including drills, has been inaugurated; (8) two substantial fire escapes (iron stairways) were added during the summer of 1903.

THE COLLEGE FAMILY

Consists of the President's family, Lady Principal, Governess, teachers and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral, or intellectual, will be well guarded. Parents desiring the best results readily co-operate with the administration. Only young ladies who have been trained at home to *obedience* and *truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young ladies is the opportunity for *social culture* and the acquirement of that grace of manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

RECEPTIONS IN THE COLLEGE FAMILY

To which will be invited such friends as may be approved by the Faculty. On these occasions, in the school room, at the table, on the campus, or elsewhere, young ladies will be taught to maintain toward each other, as well as toward teachers, that graceful bearing, gentle modesty, and kind consideration which are the invariable accompaniments of good breeding. At receptions the evening dress should be very simple. Elaborate and costly evening dresses for school girls are not in good taste.

Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridgement of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.

EUROPEAN TOURS.

Mrs. H. M. Richardson, the Lady Principal, conducted a party through Europe during the summer of 1906. Mrs. Dea Carr Smith, head of the Art Department, with a party made a tour of Art centers in Europe during the summer of 1907.

Miss Louise P. Smith, Associate in Greek and Latin, spent the summer of 1909, in company with her mother, touring Europe. Miss Smith, Miss Jack, head of the Department of Expression, and Miss Elizabeth Patterson, for two years Associate in Greek and Latin, will visit Europe during the summer of 1910.

Parents who wish to consider such a trip for their daughters, and who may not otherwise be satisfied as to the reliability of a chaperone, will do well to correspond with us. Almost every year some of our teachers are going abroad for travel or study, or both. Arrangements can be made for foreign travel and study that will be quite satisfactory to both student and teacher. We shall be pleased to have our patrons confer with us about this matter.

Summary of Events.

ARTISTS.

Lecture Recital—"American Composers," Professor Henry C. Lahee, Boston.
Dramatic Reading—"The Servant in the House," Mrs. Mary Kuntz Baker,
New York City.

The St. Louis Symphony Orchestra, Director Max Zach.

Lecture Piano Recital, Professor E. R. Kroeger, St. Louis.

RECEPTIONS.

To welcome new students, given by the Y. W. C. A.

To Mrs. Mary K. Baker.

To Professor E. R. Kroeger.

STUDENTS' EVENTS.

Outing—Picnic at Auxvasse Bridge.

Hallowe'en Festivities.

Class entertained—Mrs. Adam, her Vocal Class—Mrs. D. C. Smith, her Art Class—Miss Sawyer, her Piano Class—Miss Jack, the Dramatic Club—Dramatic Club by the Expression Seniors and Juniors—Mrs. Sewall, the Y. W. C. A. Cabinet—Seniors by Juniors.

The Dramatic Club—Three plays, "Dixie;" "Edison's Rag Dolls;" "She Stoops to Conquer." Monologue Recital; Senior Recital; Scenes from "Mrs. Wiggs of the Cabbage Patch;" Launcelot Gobbo, scene from "Merchant of Venice," Act II, Scene 2.

Voice Department—Operetta, "Spanish Gypsies;" Post-graduate Recital;
 Senior Recital; Seniors attended Grand Opera in St. Louis.
 Chorus—Baccalaureate and Commencement.
 Piano Department—Four Senior Recitals; four Junior Recitals.
 Violin Department—Senior Recital and Ensemble Class.
 Art Department—Exhibition; Levee.
 George Washington Party.
 Installation of Y. W. C. A. Cabinet.
 President and Mrs. Million entertained the Seniors and Juniors.
 Field Day.
 Class Day and Planting the Ivy.
 Alumnae Banquet.
 Commencement.

RELIGIOUS PRIVILEGES.

Young ladies attend Sabbath School at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath School classes are met by teachers of the different denominations. The students hold a prayer meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. Bible study, optional courses, may be carried on in connection with the regular courses of the curriculum. The Young Women's Christian Association of the State has a branch in the College.

The purpose of the Association is to develop a high spiritual life among those who are already Christians, to do active work among the unconverted, and thus to gain experience in doing good works, so that when school days are over, our students may take an active and effective part in the great work of uplifting humanity. A special room, when practicable, is set apart for the use of the Y. W. C. A.

OFFICERS FOR 1910-1911.

Veda McKinney, President	Gilliam, Missouri
Clara Haggard, Vice-President	Mexico, Missouri
Virginia Lawson, Secretary	Senath, Missouri
Gladys Seider, Treasurer	Okmulgee, Oklahoma

HONORS.

No department is under obligations to offer medals. As far as possible, honors are awarded by the instructors. *Deci-*

sions are based mainly on the year's work as a whole. In the Conservatory each instructor may award a medal or other honors to his best student according to his judgment. The medal, in case a medal is given, is named for the instructor, and is paid for out of the proceeds of an entertainment given by the pupils. In Art and Elocution, much the same plan is followed.

A gold medal (\$10) is awarded to the young lady in the College department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

1909

Register.

1910

Averitt, Ruth.....Mexico, Mo.
 Ayers, Elvira.....Missouri
 Baker, Ruth.....Missouri
 Bartels, Grace.....Missouri
 Barth, Corinne.....Mexico, Mo.
 Bateman, Dora.....Missouri
 Beach, Eula.....Oklahoma
 Berrey, Mary.....Mexico, Mo.
 Berry, Callie.....Missouri
 Berry, Dorothy.....Kansas
 Berry, Ruby.....Missouri
 Betz, Nina.....Missouri
 Bishop, Mary.....Mexico, Mo.
 Bishop, Phoebe.....Mexico, Mo.
 Blackwell, Nadine.....Missouri
 Blades, Edith.....Kansas
 Blanks, Dorothy.....Mexico, Mo.
 Boillot, Mrs. W. W.....Missouri
 Botts, Ligia.....Mexico, Mo.
 Bragg, May.....Mexico, Mo.
 Bretch, Pauline.....Oklahoma
 Brigham, Ruth.....Kansas
 Broaddus, Lilla.....Missouri
 Brooks, Floy.....Oklahoma
 Brooks, Victoria.....Mexico, Mo.
 Brown, Ethel.....Missouri
 Bryarly, Lena.....Mexico, Mo.
 Buckner, Hortense.....Missouri
 Buckner, Louise.....Mexico, Mo.
 Burris, Lillian.....Oklahoma
 Byrns, Anna.....Mexico, Mo.
 Callicott, Ruth.....Illinois
 Campbell, Callie.....Missouri
 Canary, Pauline.....Kansas
 Carnell, Ollie.....Missouri
 Carnell, Opal.....Missouri
 Cash, Bess.....Missouri
 Cauthorn, Ailene.....California
 Chandler, Bertha.....Missouri
 Chestnut, Eleanor.....Mexico, Mo.

Cobb, Artie.....Oklahoma
 Cobb, Clarice.....Oklahoma
 Cobb, Mary.....Oklahoma
 Colborn, Mabel.....Missouri
 Crews, Estelle.....Missouri
 Crockett, Arlie.....Missouri
 Crosby, Edith.....Mexico, Mo.
 Crosby, Ethel.....Mexico, Mo.
 Crosby, Florence.....Mexico, Mo.
 Crum, Bird.....Mexico, Mo.
 Culbertson, Blanche.....Missouri
 Cunningham, Margaret.....Mexico, Mo.
 Dallmeyer, Allein.....Missouri
 Davison, Bertha.....Missouri
 Davisson, Dorsey.....Missouri
 Deierling, Cynthia.....Missouri
 Denham, Lucy.....Mexico, Mo.
 Duncan, Edna.....Mexico, Mo.
 Evans, Jeannette.....Missouri
 Evans, Ruth.....Missouri
 Everly, Clara.....Missouri
 Fewell, Mary.....Oklahoma
 Fonville, Lady.....Mexico, Mo.
 Fonville, Mary.....Mexico, Mo.
 Fountain, Lucy.....Missouri
 Fry, Florence.....Mexico, Mo.
 Galligan, Nancy.....Mexico, Mo.
 Gant, Edna.....Missouri
 Garrett, Mary.....Mexico, Mo.
 Gibbs, Hermie.....Mexico, Mo.
 Gibbs, Mrs. Renfro.....Mexico, Mo.
 Goodman, Mary.....Missouri
 Gotthelf, Pauline.....Mexico, Mo.
 Gough, Gertrude.....Kansas
 Graves, Nell.....Missouri
 Gray, Estelle.....California
 Gray, Jane.....California
 Grubbs, Ruth.....Missouri
 Gupton, Frances.....Missouri
 Gurnea, Mary.....Kansas

Gustafson, Florence.....	Kansas
Guthrie, Frances.....	Mexico, Mo.
Guthrie, Georgia.....	Mexico, Mo.
Haas, Marjorie.....	Nebraska
Haggard, Clara.....	Mexico, Mo.
Hall, Ria.....	Mexico, Mo.
Hammersley, Hallie.....	Missouri
Hammett, Lillian.....	Missouri
Hannah, Mrs. L. H.....	Mexico, Mo.
Hanson, Elaine.....	Mexico, Mo.
Harned, Mildred.....	Missouri
Hatch, Anna.....	Oklahoma
Hayes, Sallie.....	Missouri
Hays, Anna Belle.....	Missouri
Henegar, Delpha.....	Missouri
Hill, Eleanor.....	Mexico, Mo.
Hines, India.....	Oklahoma
Hinshaw, Hazel.....	Missouri
Hoffman, Clara.....	Missouri
Holly, Ethel.....	Oklahoma
Holmes, Dorothy.....	Mexico, Mo.
Hook, Willie.....	Mexico, Mo.
Hooper, Dora.....	Missouri
Horsbrugh, Lillian.....	Texas
Houston, Susie.....	Mexico, Mo.
Hudson, Mary.....	Mexico, Mo.
Irvine, Margaret.....	Missouri
Johnson, Mattie.....	Illinois
Johnston, Beatrice.....	Missouri
Keith, Josephine.....	Texas
Keifer, Hazel.....	Kansas
Kennen, Nina.....	Mexico, Mo.
Kenton, Olive.....	Missouri
Keys, Pearl.....	Oklahoma
Kreis, Flora.....	Missouri
Kubach, Fay.....	Kansas
Lackland, Louise.....	Mexico, Mo.
Lackner, Louise.....	Arkansas
Lawson, Virginia.....	Missouri
Lea, Blanche.....	Missouri
Leachman, Lucile.....	Texas
Lewis, Anne.....	Mexico, Mo.
McCubbin, Verlea.....	Missouri
McCune, Eva Grace.....	Missouri
McCune, Leta.....	Missouri
McCune, Nelle.....	Missouri
McGlasson, Zoe.....	Missouri
McHenry, Nelle.....	Missouri
McKinney, Veda.....	Missouri
McQuie, Linnie.....	Missouri
Mackey, Lura.....	Mexico, Mo.
Massey, Ethel.....	Mexico, Mo.
Metcalfe, Ruth.....	Missouri
Meyer, Evalena.....	Mexico, Mo.
Middleton, Mary.....	Missouri
Miller, Maude.....	Missouri
Million, Margaret.....	Mexico, Mo.
Moore, Esther.....	Oklahoma
Moore, Myrtle.....	Mexico, Mo.
Morlan, Margaret.....	Missouri
Morris, Alice.....	Mexico, Mo.
Morris, Edna.....	Mexico, Mo.
Morris, Ethel.....	Missouri
Morris, Lillian.....	Mexico, Mo.
Morris, Pearl.....	Mexico, Mo.
Morse, Juanita.....	Texas
Moss, Alta.....	Missouri
Newton, Madge.....	Illinois
Nicholson, Mary.....	Oklahoma
O'Brien, Elizabeth.....	Mexico, Mo.
Pasley, Florence.....	Missouri
Piper, Kate.....	Kansas
Pohlman, Ruby.....	Nebraska
Powell, Virginia.....	Missouri
Puckett, Mattie Belle.....	Missouri
Ramsey, Blanche.....	Missouri
Raymond, Ruth.....	Kansas
Robertson, Ruth.....	Mexico, Mo.
Robnett, Willie.....	Mexico, Mo.
Rodke, Lorena.....	Oklahoma
Rose, Marie.....	Mexico, Mo.
Rosier, Leta.....	Missouri
Ross, Olga.....	Missouri
Ross, Olive.....	Missouri
Rowe, Mary.....	Mexico, Mo.
Ruff, Carra.....	Missouri
Rupp, Gladys.....	Nebraska
Sanders, Leoma.....	Oklahoma
Seaman, Dell.....	Missouri
Seaman, Roberta.....	Missouri
Sellard, Dora.....	Mexico, Mo.
Sellard, Floy.....	Mexico, Mo.

Seider, Gladys.....	Oklahoma	Tinsley, Martha.....	Mexico, Mo.
Shouse, Susie.....	Missouri	Topliff, Frances.....	Missouri
Siders, Mildred.....	Kansas	Turner, Bertha.....	Nebraska
Silverstein, Elaine.....	Mexico, Mo.	Van Ness, Gladys.....	Mexico, Mo.
Sitzler, Rose.....	Kansas	Van Winkle, Vera.....	Missouri
Skelton, Irene.....	Oklahoma	Vaughan, Lutie.....	Mexico, Mo.
Smith, Florence.....	Kansas	Wagner, Willie.....	Arkansas
Smith, Anita.....	Kansas	Wallace, Josephine.....	Mexico, Mo.
Smith, Frances.....	Oklahoma	Wallace, Mary Sue.....	Missouri
Smith, Kathryn.....	Missouri	Wallner, Marjorie.....	Nebraska
Smith, Louise.....	Mexico, Mo.	Waters, Eva.....	Oklahoma
Smith, Mrs. A. A.....	Mexico, Mo.	Waters, Florence.....	Oklahoma
Spoor, Zylpha.....	Missouri	Watkins, Henrietta.....	Missouri
Stanley, Laura.....	Missouri	Watkins, Mary.....	Missouri
Steele, Inez.....	Missouri	Wayham, Jessie.....	Missouri
Stephens, Lillian.....	Missouri	Wheeler, Grace.....	Missouri
Stewart, Maude.....	Missouri	Willard, Inez.....	Mexico, Mo.
Stewart, Maude.....	Oklahoma	Williamson, Bess.....	Missouri
Stokely, Golda.....	Missouri	Wilson, Ida.....	Missouri
Streiff, Colleen.....	Missouri	Wilson, May.....	Missouri
Sullens, Ferne.....	Kansas	Wise, Hermena.....	Missouri
Sutton, Ethel.....	Missouri	Wise, Olive.....	Missouri
Tangner, Agda.....	Missouri	Wise, Ruth.....	Missouri
Tate, Alma.....	Illinois	Witherspoon, Alice.....	Mexico, Mo.
Terry, Lillian.....	Texas	Worrell, Dorothy.....	Mexico, Mo.
Thompson, Cynthia.....	Missouri	Worthington, Myrtle.....	Missouri
Threlkeld, Ella.....	Mexico, Mo.		

Classified List.

Literary students.....	156	Violin students.....	10
Piano students.....	136	Mandolin students.....	1
Voice students.....	64	Pipe Organ students.....	1
Gymnasium students.....	60		
Art students.....	50	Boarding students.....	141
Expression students.....	41	Day students.....	83
Domestic Science Students.....	34		
Business students.....	11	Total.....	224

Graduates, 1910.

LITERARY.

Phoebe Eleanor Bishop, A. B.....	Mexico, Missouri
Verlea Isabel McCubbin, A. B.....	Laddonia, Missouri
Lillian Morris, A. B.....	Mexico, Missouri
Ruth Averitt, B. L.....	Mexico, Missouri
Hermia B. Gibbs, B. L.....	Mexico, Missouri
Willie Blanche Hook, B. L.....	Mexico, Missouri
May Belle Pryor, B. L.....	Paris, Missouri
Dora Ethel Sellard, B. L.....	Mexico, Missouri
Bettie Rose Weber, B. L.....	Downey, Iowa
Inez Catherine Willard, B. L.....	Mexico, Missouri

PIANO.

Eula Jane Beach.....	Altus, Oklahoma
Olive Mae Kenton.....	Lee's Summit, Missouri
Hazel M. Keifer.....	Howard, Kansas
Ethel Morris.....	Farmington, Missouri

VOICE.

Eula Jane Beach.....	Altus, Oklahoma
L. Ruth Grubbs.....	Rothville, Missouri
Hazel M. Keifer.....	Howard, Kansas
L. Colleen Streiff.....	Appleton City, Missouri
Zoe Mildred McGlasson (cum con'e).....	Lewiston, Missouri

EXPRESSION.

Esther Mary Moore.....	Purcell, Oklahoma
Ruth-Hadley Myall.....	Liberty, Missouri
Florence L. Smith.....	Stockton, Kansas

REGULAR ART.

Corinne Barth.....	Mexico, Missouri
Willie Blanche Hook.....	Mexico, Missouri

VIOLIN.

Dora Ethel Sellard.....	Mexico, Missouri
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Post-Graduates, 1910.

VOICE.

Ailene Cauthorn, one semester's work. San Diego, California
 Jessie Frances Gupton, one year's work. Montgomery City, Missouri

EXPRESSION.

Mary Berrey, one semester's work. Mexico, Missouri

VIOLIN.

Edith Crosby, one semester's work. Mexico, Missouri

Proficients.

PIANO.

Dorothy Wilson Berry. Topeka, Kansas
 Edith Blades. Cherryvale, Kansas
 Ligia Botts. Mexico, Missouri
 Lena Bryarly. Mexico, Missouri
 Margaret Cunningham. Mexico, Missouri
 Estelle Gray. Fresno, California
 L. Ruth Grubbs. Rothville, Missouri
 Georgia Guthrie. Mexico, Missouri
 India Hines. Sallisaw, Oklahoma
 Margaret Irvine (Harmony condition). Marshall, Missouri
 Beatrice Johnson. Cairo, Missouri
 Mattie Johnson. Carlyle, Illinois
 Nina Kennen. Mexico, Missouri
 Pearl Keys. Bartlesville, Oklahoma
 Zoe Mildred McGlasson. Lewistown, Missouri
 Ruth Robertson. Mexico, Missouri
 Leoma Sanders. Miles, Oklahoma
 Laura Irene Skelton. Okmulgee, Oklahoma
 Kathryn Smith. Clarkesville, Missouri
 Ethel Elizabeth Sutton. Farber, Missouri
 Alma Tate. Eldorado, Illinois
 Lillian Terry. Ennis, Texas
 Josephine Wallace. Mexico, Missouri
 Marjorie Wallner (Harmony condition). Dunbar, Nebraska
 Eva Waters. Lenapah, Oklahoma
 Ruth Wise. Bowling Green, Missouri
 Alice Witherspoon. Mexico, Missouri

VOICE.

Edith E. Blades.	Cherryvale, Kansas
Ruth L. Brigham.	Belleville, Kansas
Victoria Brooks.	Mexico, Missouri
Gertrude Verna Gough.	Abilene, Kansas

FULL BUSINESS COURSE.

Ruth L. Callicott.	Shawneetown, Illinois
Lillian M. Stephens.	Cowgill, Missouri
Laura Stanley, additional year's work.	Mexico, Missouri

STENOGRAPHY.

Opal Carnell.	Pineville, Missouri
Linnie Maude McQuie.	Montgomery City, Missouri
Ida Robert Wilson.	Montgomery City, Missouri

COOKING.

Ruth L. Brigham.	Belleville, Kansas
Artie Cobb.	Vinita, Oklahoma
Clarice Cobb.	Vinita, Oklahoma
Mary Cobb.	Vinita, Oklahoma
Bertha Davison.	Kansas City, Missouri
Cynthia Deierling.	Queen City, Missouri
Mary Goodman.	Clarksville, Missouri
Ruth Grubbs.	Rothville, Missouri
Mary Gurnea.	Belleville, Kansas
Sally D. Hayes.	Butler, Missouri
Verlea McCubbin.	Ladsonia, Missouri
Margaret Million.	Mexico, Missouri
Roberta Seaman.	La Belle, Missouri



Y. W. C. A. CABINET.

Left to right—Lucy Fountain, Centralia, Mo.; India Hines, Sallisaw, Okla.; Alma Tate, Eldorado, Ill.; Marjorie Wallner, Dunbar, Neb.; Veda McKinney, Gilliam, Mo.; Gladys Seider, Okmulgee, Okla.; Irene Skelton, Okmulgee, Okla.; Clara Haggard, Mexico, Mo.; Maude Miller, Camden Point, Mo.; Virginia Lawson, Senath, Mo.



LITERARY SENIORS.

Standing, left to right—Ezra Willard, B. L., Mexico, Mo.; Hermie Gibbs, B. L., Mexico, Mo.; Ruth Averitt, B. L., Mexico, Mo.; Verlea McCubbin, A. B., Laddonia, Mo.
 Seated, left to right—Dora Willard, B. L., Mexico, Mo.; Willie Hook, B. L., Mexico, Mo.; Lillian Morris, B. L., Mexico, Mo.

Course of Study.

College Preparatory—Latin Course.

Eighth Grade Work in Public School Completed.

(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester.

English [same, continued], (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Bingham] (2½).
Spelling [continued].
Penmanship, if needed.
Elementary English History, if needed (2½).

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued], (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester.

Bible Study, elective.
English [same, continued], (4).
Plane Geometry (4).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric
and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three Books (4).
French (3) or German (3).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (4).
English History (3).
Vergil, three Books, and Ovid
(4).
French (3), or German (3).

College Department.

Junior College—Latin Course.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane and
Spherical (3).
European History (3).
Physics (3).
Horace, Odes, about four
Books (3).

Second Semester.

Bible Study, elective.
English Literature (3).
College Algebra (3).
European History (3).
Physics (3).
Roman Comedy, about four
plays (3).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of
English Literature (3).
Chemistry (3).
Analytics (3), elective.
Psychology (2), elective.
History of Art (2).
Advanced American History
(3).
Political Economy (2).
Cicero's Letters [Abbott's Edi-
tion], about two-thirds of
Letters (3).

Second Semester.

Bible Study, elective.
Study of Special Periods of
English Literature (3).
Chemistry (3).
Ethics (2), elective.
History of Art (2).
Advanced American History
(3).
Political Economy (2).
Pliny's Letters [Westcott's
Edition], Martial (3).

College Preparatory.

Modern Language Course.

Eighth Grade Work in Public School Completed.
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History ($2\frac{1}{2}$).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed ($2\frac{1}{2}$).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed ($2\frac{1}{2}$).

Second Semester.

English [same, continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] ($2\frac{1}{2}$).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] ($2\frac{1}{2}$).
Spelling [continued].
Penmanship, if needed.
Elementary English History, if needed ($2\frac{1}{2}$).

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester.

Bible Study, elective.
English [same, continued] (4).
Plane Geometry (4).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric
and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three books (4).
French (3) or German (3).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (4).
English History (3).
Vergil, three books, and Ovid
(4).
French (3) or German (3).

Junior College.

Modern Language Course.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane and
Spherical (3).
European History (3).
Physics (3).
German (3) or French (3).

Second Semester.

Bible Study, elective.
English Literature (3).
College Algebra (3).
European History (3).
Physics (3).
German (3) or French (3).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of
English Literature (3).
Analytics (3), elective.
Chemistry (2).
Psychology (2), elective.
History of Art (2).
Advanced American History
(3).
Political Economy (2).
German (3) or French (3).

Second Semester.

Bible Study, elective.
Study of Special Periods of
English Literature (3).
Chemistry (2).
Ethics (2), elective.
History of Art (2).
Advanced American History
(3).
Political Economy (2).
German (3) or French (3).

College Preparatory.

Classical (Greek) Course.

Eighth Grade Work in Public School Completed.

(Figures in Parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester.

English [same continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Penmanship, if needed.
Elementary English History, if needed (2½).

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
Greek, Grammar and Prose Composition (5).

Second Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, four Orations (4).
Greek, Anabasis and Prose Composition (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric
and Composition (3).
Solid Geometry (3).
Vergil, three books (4).
Anabasis and Prose Composi-
tion (5).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (4).
Vergil, three books, and Ovid
(4).
Odyssey, six books, and Prose
Composition (5).

Junior College.

Classical (Greek) Course.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane and
Spherical or European
History, or Physics (3).
Horace, Odes, about four books
(3).
Lysias, ten Orations (4).

Second Semester.

Bible Study, elective.
English Literature (3).
College Algebra or European
History or Physics (3).
Roman Comedy, about four
plays (3).
Demosthenes, Plato's Apol-
ogy and Crito, three Ora-
tions (4).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of
English Literature (3).
Analytics, elective.
Psychology (2) or Chemistry
(3), elective.
History of Art (2).
Advanced American History
(3).
Cicero's Letters [Abbott's Edi-
tion], about two-thirds of
Letters (3).
Æschylus, "Prometheus;" Soph-
ocles, "Antigone;" Eurip-
ides, "Medea" (4).

Second Semester.

Bible Study, elective.
Study of Special Periods of
English Literature (3).
Ethics (2) or Chemistry (3),
elective.
History of Art (2).
Advanced American History
(3).
Pliny's Letters [Westcott's
Edition], Martial (3).
Homer's Iliad, Advanced
Course (4).



A CORNER IN THE CHEMICAL LABORATORY.

Grade or Rank of Literary Work Done at Hardin.

Hardin is Now Doing Four Years of High School
Work and Two Years of College Work
Beyond the High School.

HARDIN AT THE UNIVERSITY OF MISSOURI.

One A. B. graduate of Hardin, 1905, graduated A. B., August, 1907.

One A. B. graduate of Hardin, 1906, graduated A. B., June, 1908.

One A. B. graduate of Hardin, 1907, graduated A. B., June, 1909.

One A. B. graduate of Hardin, 1906, graduated A. B., August, 1908.

Report of Irvin Switzler, Registrar, January 25th, 1910.

HARDIN AT THE UNIVERSITY OF CHICAGO.

One A. B. graduate of Hardin, 1901, having received twenty-seven majors credit "advanced standing from Hardin College," and taking only nine majors in the University graduated A. B., June, 1908. In residence only four quarters.

Report of A. K. Parker, Recorder, March 4th, 1910.

HARDIN AT WASHINGTON UNIVERSITY (ST. LOUIS).

One A. B. graduate of Hardin, 1906, graduated A. B., June, 1908.

"Admitted to the junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25th, 1910.

ENGLISH LANGUAGE AND LITERATURE.—

MISS BLANCHE RIGGS, MISS MARY B. HILDEBRAND,
MRS. E. T. SEWELL.

GRAMMAR.—English Grammar.—An elementary course in practical English Grammar. The exercises of the course will consist mainly in sentence analysis and short compositions to illustrate the grammatical principles. Text, Metcalfe.

Reading of some masterpieces of literature. Mrs. Sewall.

First Year Preparatory.—Five Hours.

1. English Composition.—An elementary course in English Composition. Text, Scott & Denney's Elementary English Composition.
2. Study of some masterpieces of literature. Miss Hildebrand.

Second Year Preparatory.—Five Hours.

1. English Composition and Rhetoric.—This course attempts to make students familiar with the elements of English composition. It will consist of exercises based upon text-book study and themes. Text, Scott & Denney's Composition—Literature.
2. Study of five of the masterpieces required for college entrance. Miss Hildebrand.

Third Year Preparatory.—Four hours.

Preparatory English Literature.—This course corresponds to the fourth year of High School courses, and is designed for students who wish to take up either for the first time, or by way of review, the more simple and concrete phases of the study of literature. Critical study of various masterpieces required for college entrance. Miss Riggs.

Fourth Year Preparatory.—Four hours.

1. Advanced Composition.—The aim of the course is to give the student training and practice in the four forms of composition, narration, description, exposition and argumentation.
2. American Literature.—Beginnings. Sectional development. National life and culture. Present tendencies. Miss Riggs.

Junior Year.—Three hours.

The development of English Literature.—The design of this course is to give the student a survey of the whole range of English literature from Beowulf to Tennyson, in its relation to the literary and historical conditions of each period. Miss Riggs.

Senior Year.—Three hours.

1. Studies in the poetry of Tennyson and Browning.
2. The English Essay.—The origin and development of the essay. The works of the English Essayists from Addison to Stevenson. Miss Riggs.

MATHEMATICS.—MISS MAUDE WILLIAMSON and
MRS. E. T. SEWALL.

Instruction concerning the history and development of the various branches of Mathematics is given by informal lectures.

First Year Preparatory.—Five hours.

The Rational Arithmetic completed. Mrs. Sewell.

Second Year Preparatory.—Five hours.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' High School Algebra, Elementary course. Miss Williamson.

Third Year Preparatory.—Four hours.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original problems. Wells' New Plane and Solid Geometry. Miss Williamson.

Fourth Year Preparatory.—Three hours.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the elementary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; Binomial theorem, logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced course. Miss Williamson.

Junior Year.—Three hours.

First Semester.—Plane and Spherical Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra. Miss Williamson.

Senior Year.—Three hours.

Analytics, elective. Text, Ashton's Analytic Geometry. Miss Williamson.

SCIENCE.—MISS MAUDE WILLIAMSON.

Junior Year.—Three hours. (Recitation and Laboratory work.)

Physics.—This course gives a general knowledge of the fundamental principles and theories of Physics, through recitation, collateral reading, and laboratory work. Text, Carhart & Chute's "High School Physics."

Senior Year.—Three hours.

Chemistry.—A course in inorganic chemistry, descriptive and theoretical, with laboratory work by the students. Text, Newell's Descriptive Chemistry.

HISTORY AND POLITICAL ECONOMY.—

PROF. JOHN W. MILLION, MR. GUY MOTLEY, MISS MARY BLANCHE HILDEBRAND, MISS LOUISE P. SMITH and MRS. ELIZA T. SEWALL.

HISTORY.—*First Year Preparatory.*—Two and one-half hours.

Outline course in United States History. Text, Channing. Mrs. Sewall. Elementary English History, if needed, Miss Hildebrand.

Second Year Preparatory.—Three hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Text. Myers' "Ancient History," Guerber's "Myths of Greece and Rome." Miss Smith.

Fourth Year Preparatory.—Three hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work. Mr. Motley.

Junior Year.—Three hours.

Mediæval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII. and Louis XIV.; Colbert's work; the Northern Nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

First Semester.—American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing Colonies. The causes of the Revolution and the growth of the ideas of Independence and Union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Hart's "Formation of the Union." Mr. Motley.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less emphasis. Source-work will be largely used. Texts, Hart's "Formation of the Union;" Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst and the "American Nation" Series will be in constant use. Mr. Motley.

POLITICAL ECONOMY.—MR. MOTLEY. Two hours.

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Text, Ely & Wicker's "Elementary Economics" and R. T. Ely's "Evolution of Industrial Society."

PHILOSOPHY.—MR. GUY MOTLEY.

Psychology.—Two hours.

First Semester.—An Elementary Course in Psychology. Text, Halleck's "Psychology and Psychic Culture." Reference, James' "Psychology," Advanced Course.

Ethics.—Two hours.

Texts, Noah R. Davis' "Principles of Ethics" and Hyde's "Practical Ethics." References, Bowne's "Principles of Ethics," McKenzie's "Ethics."

GREEK AND LATIN.—MRS. HELEN L. MILLION and MISS LOUISE PETTIBONE SMITH.

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

GREEK.—Third Year Preparatory.—Five hours.

Texts, Ball's "Elements of Greek." Harper & Wallace's "Xenophon's Anabasis." Goodwin's Greek Grammar. Miss Smith.

Fourth Year Preparatory.—Five Hours.

Texts, Harper & Wallace's "Xenophon's Anabasis." Goodwin's Greek Grammar, Merriam's "The Phæacians of Homer," Merry's "Homer's Odyssey." Books XIII., XIV.; Autenrieth's Homeric Dictionary, Pearson's "Greek Prose Composition." Mrs. Million and Miss Smith.

Junior Year.—Four hours.

Texts, Waite's "Lysias," ten orations; Tyler's "Philippics of Demosthenes," Dyer's "Apology and Crito of Plato." Mrs. Million.

Senior Year.—Four hours.

Tragedy; "Iliad" and "Homeric Antiquities." Mrs. Million.

LATIN.—*First Year Preparatory.*—Four hours.

Text, Janes & Jenks' "Bellum Helveticum" and "Fabulæ Faciles." Miss Smith.

Second Year Preparatory.—Four hours.

The work includes the course in elementary grammar and the translation of four books of Cæsar. Emphasis is laid on the acquisition of vocabulary, ready recognition of forms, sentence analysis, and sight translation. Texts, Walker's "Cæsar," Bennett's Latin Grammar, Bennett's "Preparatory Latin Writer." Miss Smith.

Third Year Preparatory.—Four hours.

Composition lesson, sight translations, and constant drill in syntax accompanying the work. Much Latin is read aloud (without translation) in the class-room. Some reference reading on related topics is required. Texts, D'Ooge's "Cicero," Bennett's Latin Grammar, Bennett's "Prose Composition." Miss Smith.

Fourth Year Preparatory.—Four hours.

The equivalent of four books of Cæsar and seven orations of Cicero is required before entering this class. Differences between prose and poetic diction and syntax are noted in the study of Vergil. Mythology. Text, Miller's "Vergil and Ovid." Miss Smith.

Junior Year.—Three hours.

1. Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

2. Reading of Roman Comedy, chiefly Terence, and study of Roman life. Mrs. Million.

Senior Year.—Three hours.

1. Cicero. Selected Letters and a study of the times as shown in the letters. Text, Abbott's "Cicero's Letters."

2. Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES.—MISS LUELLA E. KIEKHOFER.

First Year German.—Five hours.

Bacon's "First German Course," "Gluck Auf," Modern German Reading. Conversation, dictation, and translation into German.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems in "Gluck Auf." ("Gluck Auf" can be had of Ginn & Co., Chicago, Ill.)

Second Year German.—Three hours.

German Grammar Review. Reading, "Minna von Barnhelm," Lessing; "William Tell," Schiller; Selections from representative modern authors. Conversation, dictation, and translation into German.

First Year French.—Five hours.

Fraser & Squair's French Grammar, "Le Tour de la France," or Selections from standard authors. Conversation, dictation, translation into French.

Requirements for entrance to Second Year French.

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Tour de la France," and must have committed to memory at least six of La Fontaine's "Fables."

Second Year French.—Three hours.

Grammar complete. Reading, "Fables de la Fontaine," Hugo, and the Romantic Drama. Conversation, dictation, translation into French. French will be, as far as possible, the language of the class room.

HISTORY OF ART.—MISS LUELLA E. KIEKHOFER.

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture and Painting; description of some masterpieces in each, with brief sketches of famous artists. Two hours. Senior Year. Open to Seniors in Art.

COMMERCIAL DEPARTMENT.—

MISS ETHEL THORNBURGH and MISS DELPHA HENEGAR.

A thorough and complete course, preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Gregg System is used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Commercial Law.—A five-months' course in Contracts, Negotiable Paper, Bailment, Partnership, Insurance, etc.

Typewriting.—Both Touch and Sight Methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Stenography.

Students finishing the entire course, Bookkeeping, Shorthand, Typewriting and Commercial Law, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Full Business Course.

DEPARTMENT OF EXPRESSION.—

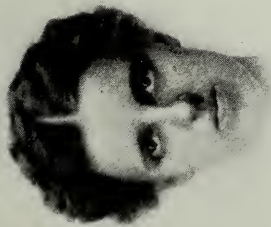
MISS MARY ABIGAIL JACK.

The great aim is to develop the highest, strongest selfhood of which the pupil is capable. The whole body should be trained for the expression of character. Expression stands for the highest culture and refinement. It is through bringing the mind in close contact with the noble thoughts of master minds that one appreciates the best in Literature and Art. Interpretation cultivates the imagination, takes away reserve, develops and refines the whole being. The voice receives the most careful training. As the voice is the natural reporter of the individual, we wish to remove its limitations and develop and improve it so that it can best express us.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

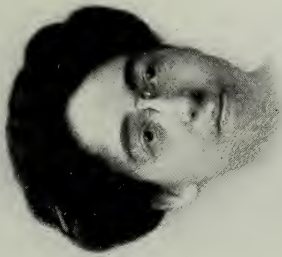


Florence Smith, Stockton, Kan.

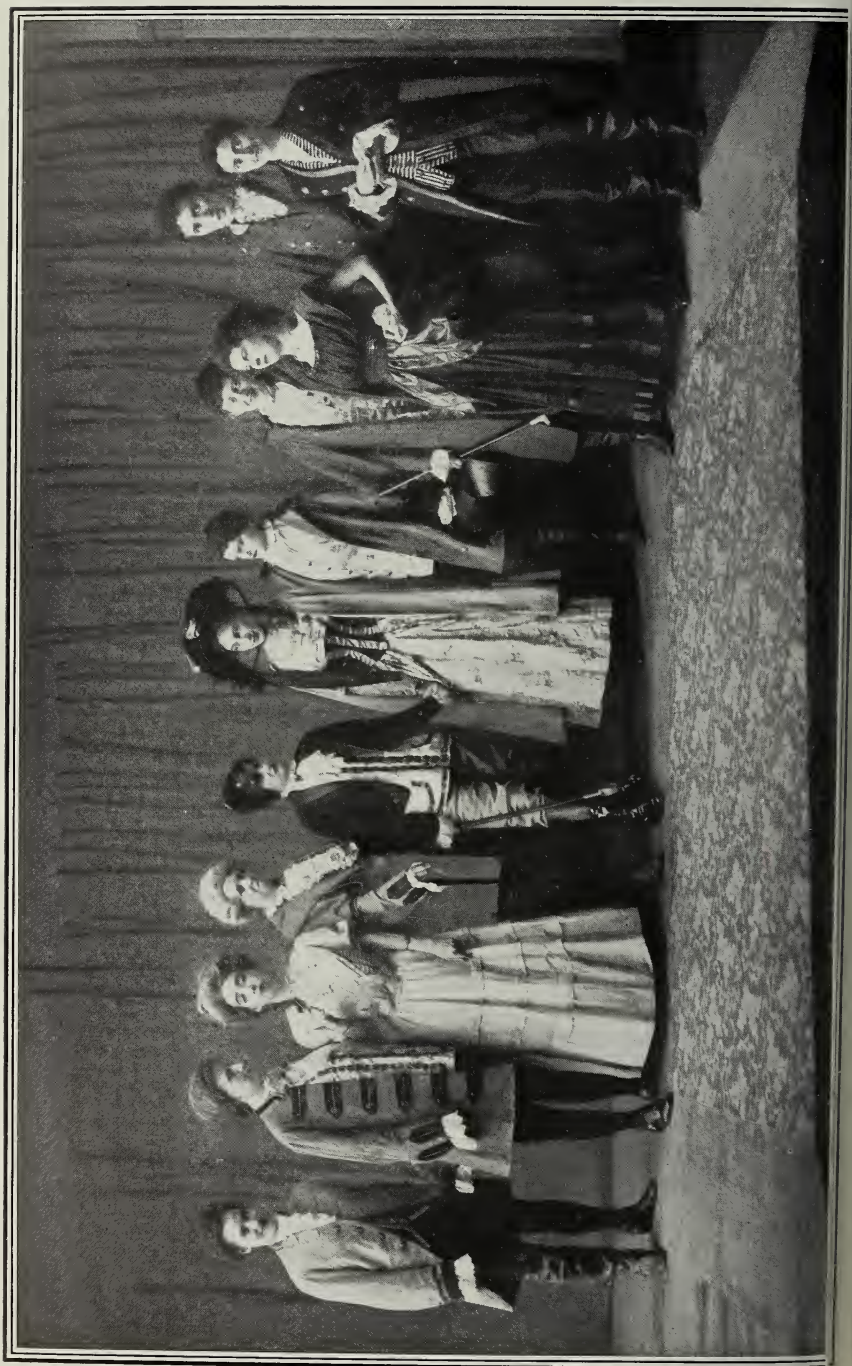


EXPRESSION SENIORS.

Esther Moore, Purcell, Okla.



Ruth Myall, Liberty, Mo.



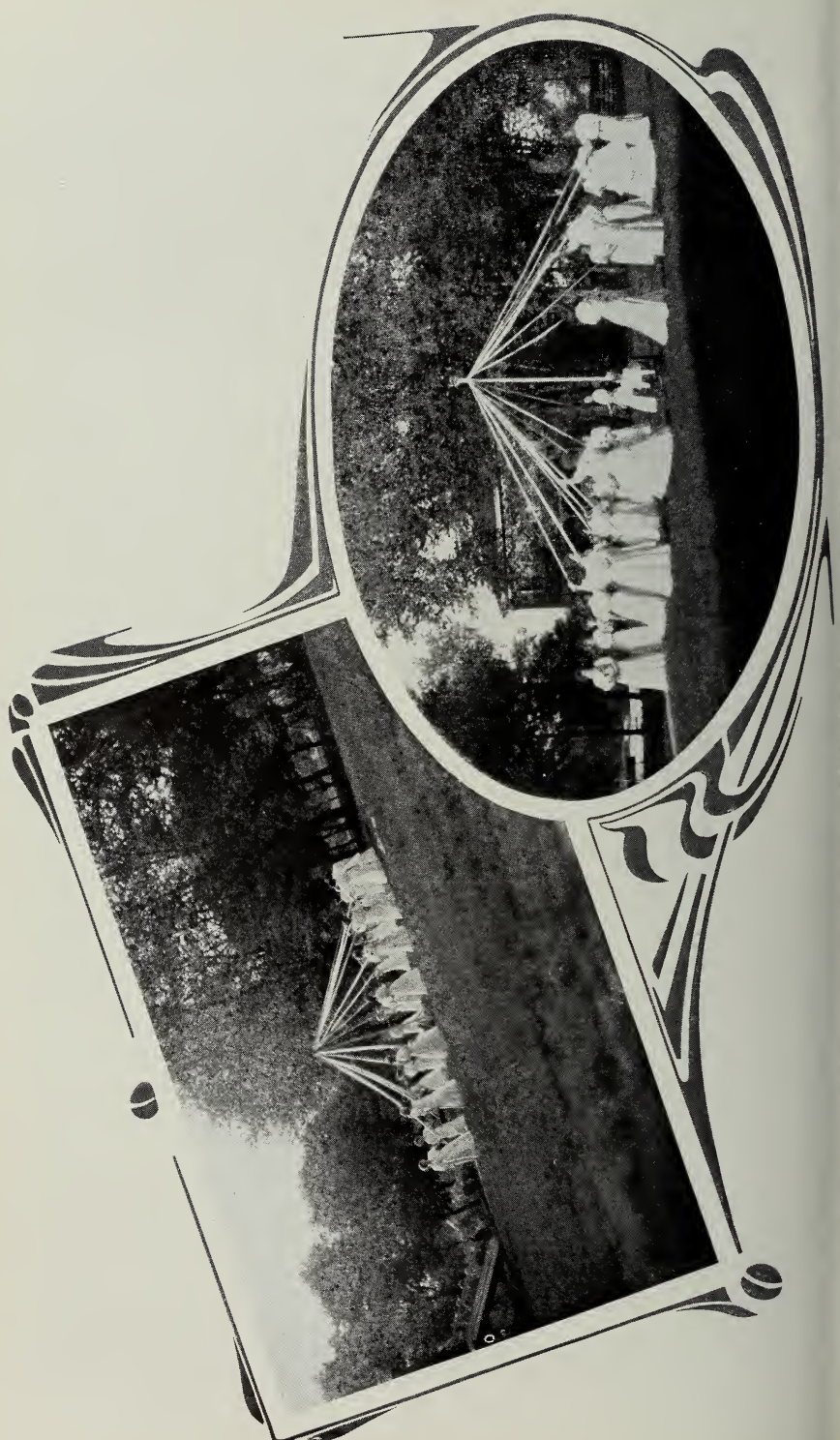
SHE LOOPS TO CONQUER



ROOM.

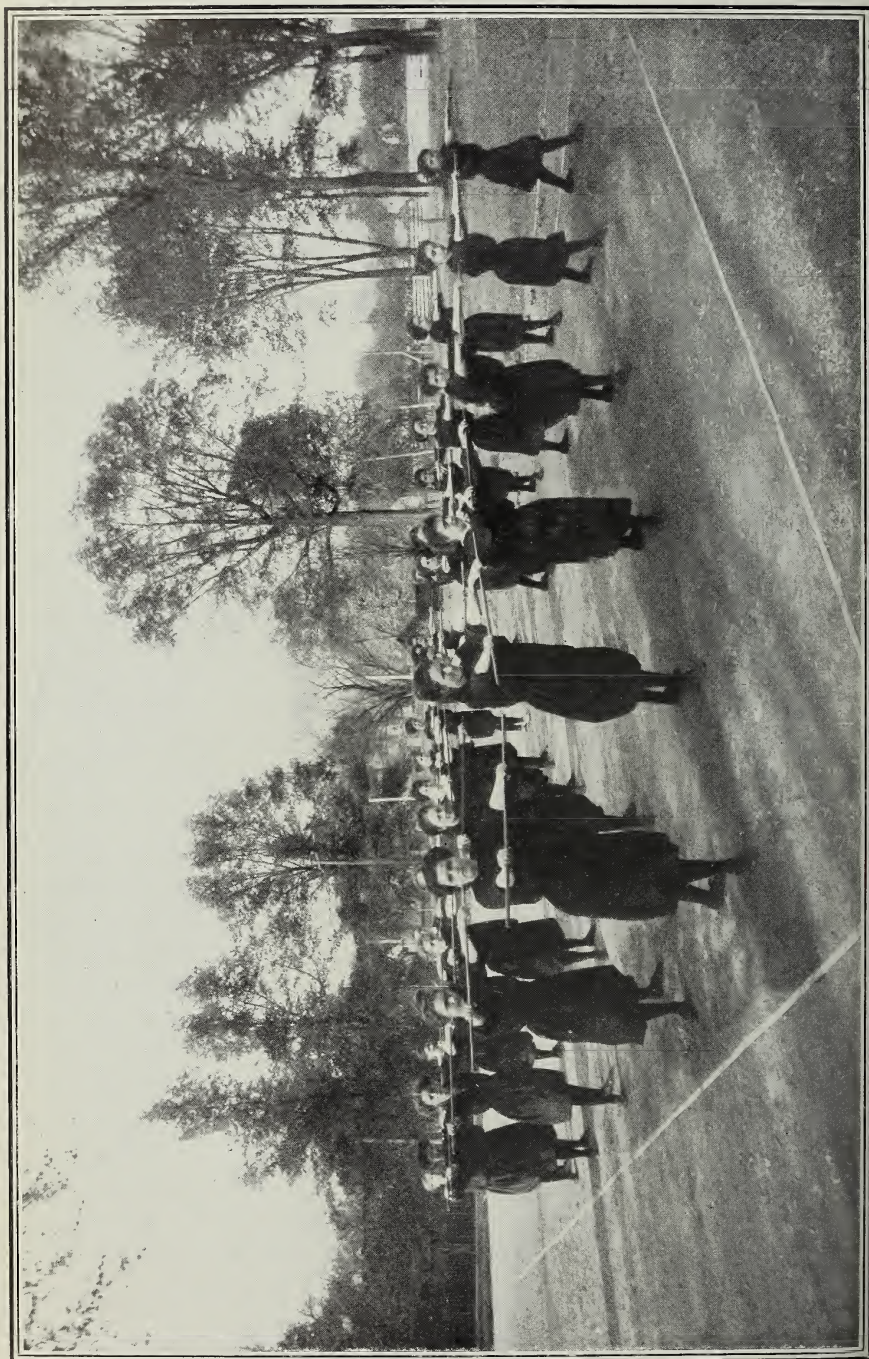


ROOM.





TENNIS COURTS.



OUTDOOR EXERCISE.

COURSE OF STUDY.

First Year.—INDIVIDUAL WORK: Emerson's "Evolution of Expression," Volumes I. and II.; Physical Culture; training of the voice, which includes cultivation of resonance, articulation and pronunciation; structure of the breathing apparatus discussed, and systematic exercises for the development of breath control; character delineations.

Second Year.—INDIVIDUAL WORK: "Evolution of Expression," Volumes III. and IV.; Physical Culture; training of the voice; elementary gesture; interpretative and expressive reading; a critical study of the Trial Scene in *The Merchant of Venice*; class and public recitals.

Third or Senior Year.—INDIVIDUAL WORK: *Perfective Laws of Art*, Volumes I. and II.; advanced training in dramatic and imaginative literature; scenes from *Hamlet*; Browning and Tennyson; study and vocal interpretation of characteristic poems; class and public recitals.

Class Expression.—The practical value for young women of the thorough course which is offered in Class Expression can hardly be overestimated. The need of this work is very great. There are few students who can read intelligently.

The pupil is taught how to extract thought from the printed page. The work helps pupils who are self-conscious to become less so and teaches them to rely upon themselves. It helps the pupil to realize what power she has stored up in herself.

The Dramatic Club meets once a week. This gives the student an opportunity to present her work before the members of the club. Several plays are presented during the year which afford special opportunities for pupils in this department.

Candidates for graduation must complete this entire course, the English work of the regular college curriculum through the Fourth Year Preparatory and one year of French (see page 48). Text, "Evolution of Expression," and "Perfective Laws of Art," Charles Wesley Emerson.

PHYSICAL TRAINING.—MISS MONETA MOSS.

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition; hence an essential to the best mental effort. The course covers a series of developing and corrective exercises; exercises for health, control, freedom, grace and poise. Much attention is given to correct method of standing and walking and deep breathing; to the training of the power of co-ordination and sense of rhythm to gain results in grace, ease of movement, and self-reliance. Exercises in dumb bells, wands, Indian clubs, poles and rubber balls are used, together with free developing exercises, fancy steps, and gymnastic games. Cross-country walks, basketball, hockey, girls' baseball and tennis afford incentives for out-door exercise and recreation. A special circular will be issued covering the work in Physical Culture.

ROUND TABLE.—MRS. J. W. MILLION, Conductor.

The Round Table meets once a week for reading and informal talks upon subjects of interest and value to women. The topics studied during 1909-10 have been as follows:

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and æsthetics governing it.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

First Aid to the Injured.—What to do in many emergencies before the physician arrives.

Also the following topics:

1. *What are you Worth*.—To your home, to the community, to the race?
2. *Cultivation of Self*.—Mind, body, spirit. The highest education, an harmonious development of the tri-being.
3. *Food*.—Its use and abuse.
4. *Exercise*.
5. *Breathing*.—Importance of correct breathing.
6. *Sleep*.
7. *Bathing*.
8. *Moral Thinking*.—How do you live in your thought world?
9. *Friendship*.—Between boys and girls; between girls; the value of noble companionship.
10. *Love*.—What is it? The immeasurable difference between love and infatuation.
11. *Engagements*.—Sacredness of such relationship. A time for preparation for what?

ART DEPARTMENT.—MRS. DEA CARR SMITH and MISS LUTIE VAUGHAN.

Inasmuch as Drawing is of the greatest importance as an educational factor, we urge all pupils to avail themselves of this knowledge. It is the keystone that supports all mathematical, industrial and higher arts.

The Art Department of Hardin College offers to its pupils a four-year course, the completion of which entitles the pupil to a diploma.

First Year.—Drawing from objects and casts in charcoal; study of light and shade; sketching from Nature.

Second Year.—Drawing from casts of heads, busts, still life, life in charcoal, pencil, pen and ink; clay modeling; beginning of water colors.

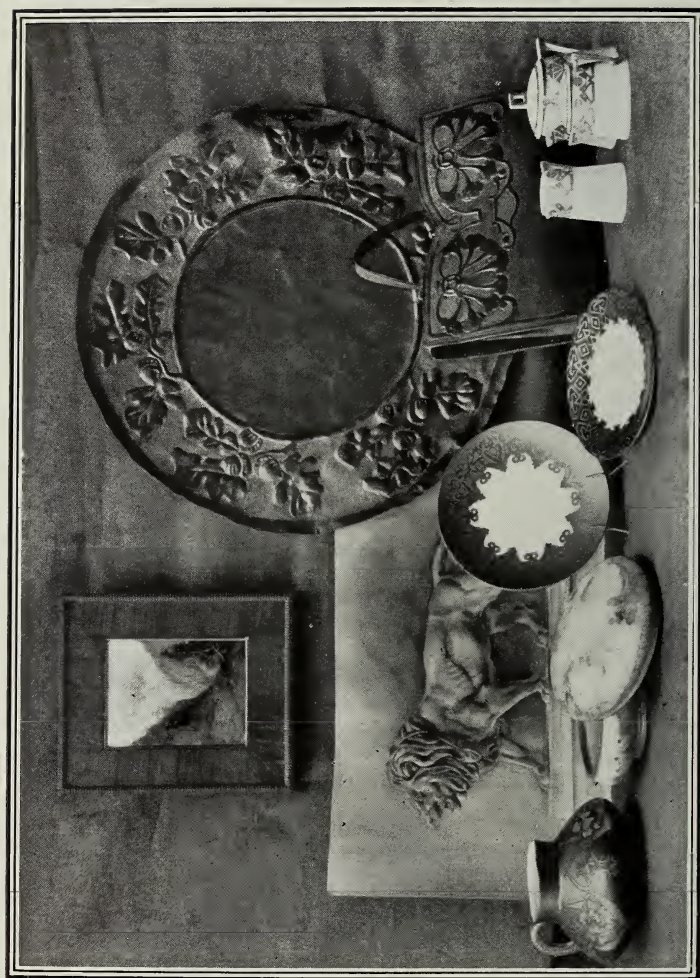
Third Year.—Studies from life, and still life, in water colors; Sketch Class.



ART SENIORS.

Oil study from nature.
Corinne Barth, Mexico, Mo

Willie Hook, Mexico, Mo.
A bit of Hardin campus in water color



Specimens of Leathercraft and Ceramic Art in original conventional designs and acid etched china, wash drawing and landscape.

Fourth Year.—Painting in oil from life, nature, still life; Sketch Class; Art History; the Third Year Preparatory in English. (See Literary Course, page 35.)

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

OUTDOOR SKETCHING.

All Juniors and Seniors are required to attend the Sketch Class regularly.

KERAMIC ART COURSE.

Students who complete work in China Painting only will receive not a diploma, but a certificate of proficiency. This course includes one year of Drawing and two years of China, with talks on Keramic Art and Design by Mrs. Smith; and the Third year Preparatory in English.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leathercraft.

Leathercraft is a new departure in the world of art that presents infinite possibilities for both usefulness and decorative treatment and design. It appeals to the craftsman for its durability, richness in texture and color, and its responsiveness to his handling. The opportunity for original design and execution are unlimited, and the pleasure and satisfaction this work has given during the past year will prove to the art lover that leathercraft has come to stay. It is no fad, but undoubtedly belongs to the higher arts when carried out in an artistic and scientific manner. Mrs. Smith will return in the autumn with many new designs and ideas in this as well as other branches of art, which she will collect during her travels in the summer. Automobile and shopping bags, leather screens, table mats, purses and other articles too numerous to mention were on display at the Art Reception, work of pupils during the past year.

A student may enter any of the above courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for Exhibition at the Art Levee.

DOMESTIC ART AND SCIENCE.

MISS MABEL ELSIE EATON.

The courses in this department are so arranged that regular students may carry the work successfully together with the work in the College Department.

SEWING.—The course of instruction is so arranged as to be adapted to the needs of a beginner and is designed to give a comprehensive knowledge of the scientific principles of dressmaking. This is a practical course on a subject with which every young woman should be acquainted. It is an opportunity for a young lady desiring knowledge of sewing to obtain it under favorable conditions where she is actually taught to sew. Starting with mending and darning, the pupil is gradually taught plain sewing, drafting and designing, according to the progress made and adaptability of the student. The work will be found to be thorough, teaching the theory and giving actual practice and drills in sewing. All materials are bought by pupils. The system used for cutting and fitting costs \$3.50. Lessons, one course of ten, \$5.00; two courses, \$10.00; three courses, \$15.00.

COOKING.—Cooking as a Science, Practical Cooking, Plain and Fancy Cooking, the Chemistry of Cooking, the Elements of Food, its use in the body and its proper preparation, all receive attention in these classes.

Especial attention is given to the dainty serving of food—dinners and luncheons. The etiquette of courses is taught practically in each course of lessons. One of the main features will be to teach the pupil to waste nothing. Therein lies the success of the French cooks, who are known to be the best and most economical in the world.

The cost is so little and the time so short, compared with the value of the knowledge to be gained, that no young lady should fail to use the opportunity afforded. The lessons are 50 cents each or \$5.00 for a course of ten lessons. Materials for a course of ten lessons will cost each pupil \$2.00. Each pupil takes one lesson each week, and these lessons are so arranged that they do not interfere with any other work in the school.

A course of lessons has been arranged in both Cooking and Sewing, extending through thirty weeks, one lesson per week. The pupil finishing either course will receive a certificate of proficiency (cost \$2.50). Each pupil expecting to take a course of lessons in Cooking should come provided with large white aprons and a white cap to wear when in the class-room.

DEGREES.

(Honors will not be conferred until all bills are paid.)

1. The degree of A.B. will be conferred upon students who complete any one of the three courses: Latin, Modern Language, Classical (pages 35-43).

2. The degree of B.L. will be conferred upon all students who complete the A.B. course through the Junior year.

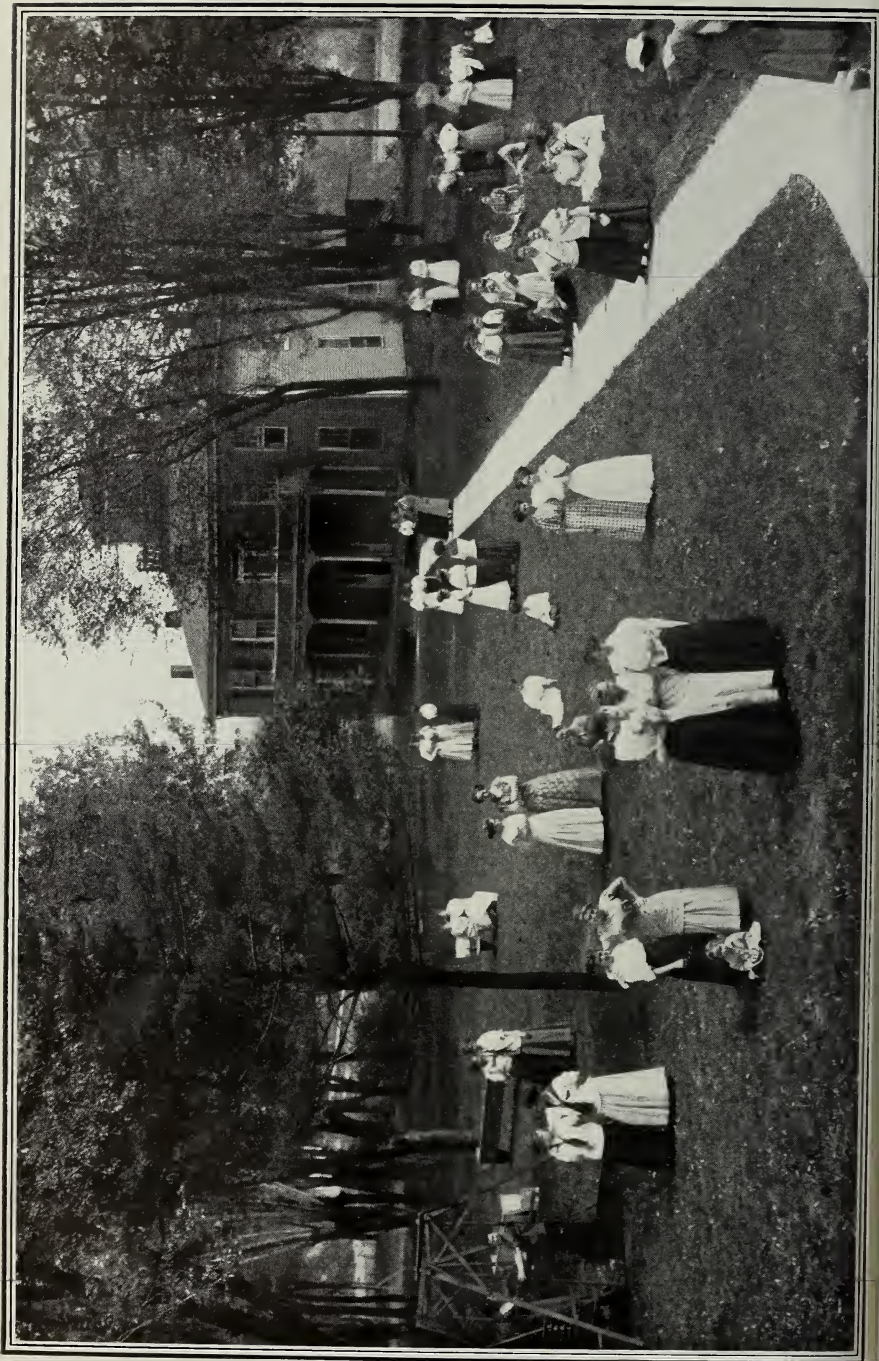
Students who reach a standard of ninety per cent in examinations, combined with class grades during the year, are marked *distinguished* and their names published on Commencement Day.



COOKING SCHOOL—TABLE LAID FOR FIVE COURSE LUNCHEON.

MENU

- 1st Course—Fruit Cocktail.
- 2d Course—Lamb Chops, Tomato sauce, Creamed Potatoes, Asparagus on toast
- 3d Course—Shrimp salad, Saratoga flakes.
- 4th Course—Strawberry sherbet, Devil's Food cake
- 5th Course—Cafe Noir.



ON GOVERNMENT.

For some years Hardin College has striven towards a larger measure of self-government in the student body, attention being devoted first to the Senior and Junior Classes. Progress towards self-government has not been rapid. Furthermore, it is not the purpose of the Faculty to turn over the control of the institution to the student body. It is our purpose to strive towards that harmonious balance in which there will be the minimum of surveillance on the part of the Faculty and the maximum of freedom possible on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church or State. Rules and regulations in a school are to the school what laws are to a State; we want the fewest possible, and those rational.

REGULATIONS FOR BOARDING PUPILS.

Each pupil must bring one pair of blankets (or more if she needs them), one white counterpane, two pairs of sheets, two pairs of pillowcases (size of pillowslips, 18x36 inches), six towels, two sash curtains three feet in length, three or four table napkins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name; also umbrella, rain coat and rubbers, a hot-water bag and a bag for soiled clothes marked *with name in full, not initials*.

The uniform is the Oxford cap and gown, worn at church and on public occasions, not in classes nor in the building. The cap and gown are purchased after the student enters school. Each student's measure is taken here. By making a large order by freight, we save the student the express charges which would be made on the shipment of a single suit. The cost of the cap and gown is \$8.50. For early fall and spring, the white linen (not lingerie) shirtwaist and black skirt are used. At receptions, usually only two during the year, the dress should be very simple. Each young lady must provide herself with some light, fancy, but inexpensive waists, to be worn at dinner and informal receptions. Elaborate and costly evening dresses for school girls are not in good taste.

Students are not to leave the College grounds without permission. Students whose names are on the "Honor Roll" from week to week are given special privileges.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by

the written permission of the parents. They will receive company only in the College parlors and under no circumstances in their rooms. *When parents or other relatives visit the College, the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms, a charge of ten cents will be made.

In case of sickness of a serious nature, a charge for nursing will be made.

Parents desiring to make special requests for, or grant permission to, their daughters, should write *directly to the President.*

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, when practicable, at moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permission will not suffice.

The Faculty insists upon the right to relinquish the charge of any pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is distributed by the management of the school. Letters or first class packages are never opened. Objectionable postal cards will be returned to the postoffice or sent direct to parents or guardians.

Hardin wants as students only young ladies who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the student. They will be kindly but firmly enforced.

Two character references are required of all students applying for admission.

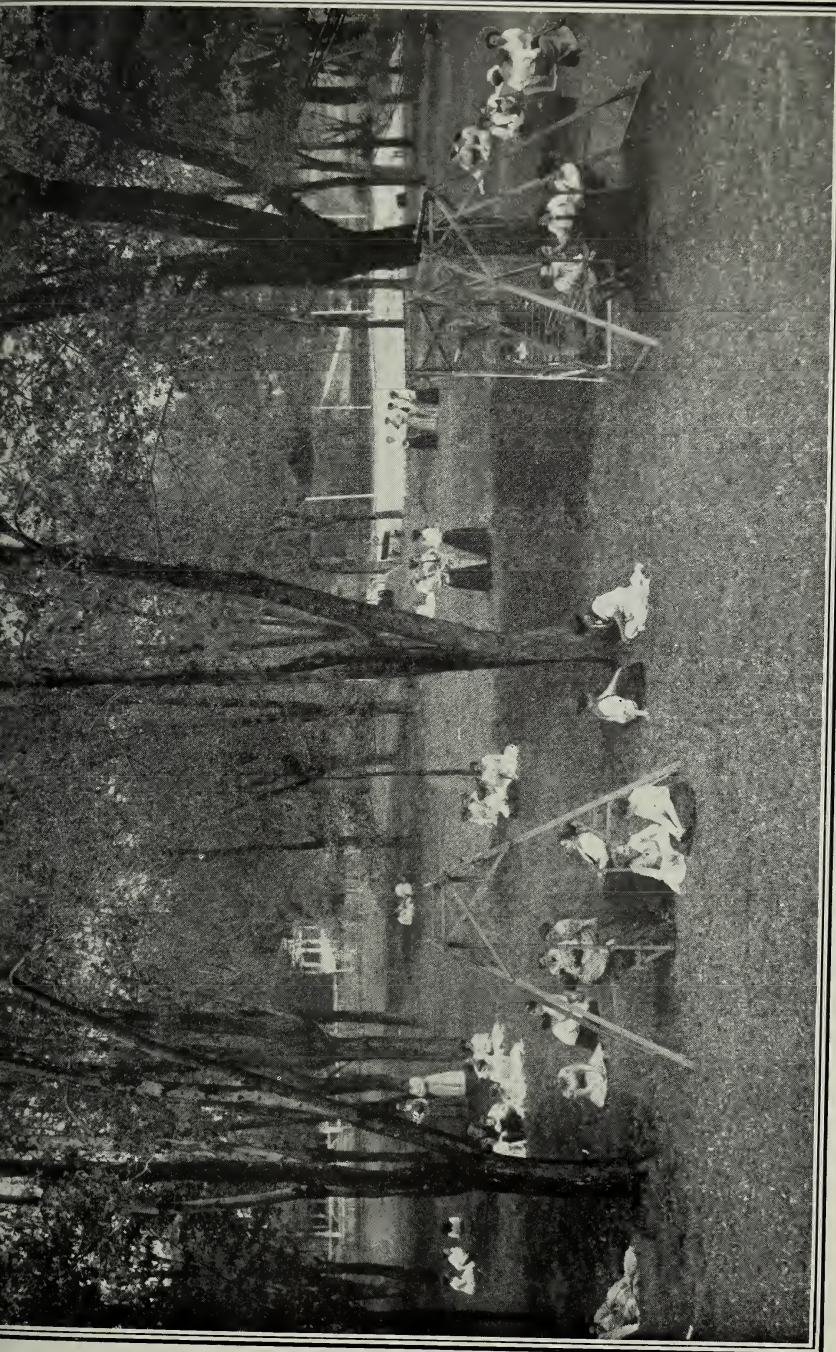
RULES FOR DAY STUDENTS.

Day students will sit in Study Hall when not in recitation. They may go home when class work is finished.

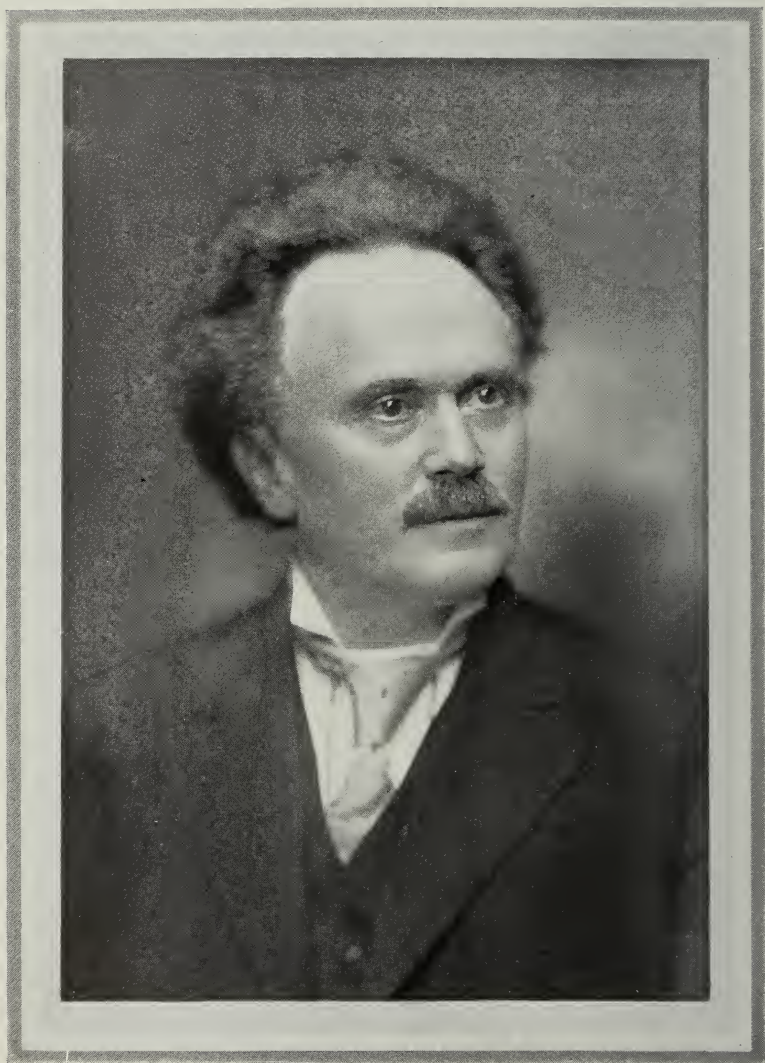
They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Lady Principal.



CAMPUS SCENE.



PROFESSOR ARNOLD E. GUERNE,
Director of the Conservatory.

Hardin
Conservatory of Music





PIANO SENIORS.

Standing, left to right—Ethel Morris, Farmington, Mo.; Eulah Beach, Altus, Okla.; Olive Kenton,
Lee's Summit, Mo.
Sitting—Hazel Keifer, Howard, Kan.

Hardin Conservatory of Music.

Chartered by the State, with Power to Confer
Degrees and Grant Diplomas.

PROFESSOR ARNOLD E. GUERNE, *Director.*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testifies that the Faculty of this Conservatory could hold its own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticize intelligently the performances of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career:

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of the Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory, Prof. Guerne had as fellow students Victor Herbert, the well-known composer and conductor; Reginald DeKoven, composer and musical critic (New York World); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne (England) one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico, Mo., continuously in Hardin College, with the exception of four years.

PROF. HENRIK GJERDRUM.

Full Conservatory Professor.

Prof. Gjerdrum, a native of Norway, comes to Hardin this year for the first time. Although a young man, he has made an enviable record in music. His scholastic record appears in the Faculty lists.

Concerning Prof. Gjerdrum's qualifications as a member of the faculty in a school for young women, Miss Mary Goodrich Deem, of the faculty of the State Normal School, Valley

City, North Dakota, states: "Prof. Gjerdrum has the thoroughness of the Norwegian. His technic is built upon a strong foundation. His recitals show astonishing results technically. He is altogether a fine, earnest, hard-working teacher. He does not pose as an artist, has no professional jealousy, but takes great pride in his pupils. He is certainly trustworthy and morally sound. He has unusual poise and dignity."

MISS MARY B. SAWYER.

Full Conservatory Professor,

has had a remarkably successful career as student and teacher. Her long residence abroad brought her in touch with the best in Music.

Graduate of High School, Gardner, Mass., Valedictorian of Class, 1887; Graduate, Musical Course, Cushing Academy, Ashburnham, Mass., 1889; studied with private teacher: Professor M. B. Cummings, Boston, Piano, Organ and Harmony; Professor Dunster, Fitchburg, Organ; Professor George E. Whiting, New England Conservatory, Boston, Organ and Harmony; Mr. Arthur J. Bassett, Worcester, Piano; Mr. Wallace J. Goodrich, New England Conservatory, Boston, Harmony, from 1890 to 1904; studied in Berlin, Germany, with Frau Varette Ter-Stepanoff (Leschetizky Method), and Mr. E. S. Kelley, 1904-08; taught privately in Gardner, Mass., 1890-1900; Head of Instrumental Department, Cushing Academy, Ashburnham, Mass., 1900-02; taught in Berlin, Germany, as Vorbereiter for Stepanoff and Mr. Kelley, and in Willard School for Young Ladies, 1904-08.

MISS BETTIE LAWSON.

Full Conservatory Professor.

Miss Lawson studied three years in Hardin College, graduating in Piano in 1905, and doing post-graduate work in same in 1905-06. The winter of 1906-07 she spent in St. Louis, doing private teaching and studying with Mr. E. R. Kroeger, appearing in both his semi-annual recitals of that year. She did private teaching in Senath, Mo., the year of 1907-08, and taught in Hardin College the years of 1908-10.

PIANOFORTE.—COURSE OF STUDY.

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation in piano playing being illusory without a full "command over the means of expression," and

this constituting the "Art of Touch," we aim to develop in our students such mental and muscular habits as will lead them to the proper fulfillment of the laws of touch. In this we base our teaching on the results of the masterly analysis by Tobias Matthay, as presented in his book, "The Art of Touch," heralded by highest critics as making an epoch in musical pedagogics, and on Dr. Steinhausen's work, "The Physiological Mistakes in Pianoforte Playing and How to Correct Them," acknowledged to be the most important work on technique from the physiological point of view that has appeared up to the present date.

While demonstrating how variety in "Touch Methods" forms the very foundation in pianoforte playing, Matthay advises us to "beware of method-mania, that bane of so many educational systems; that pandering to automaticity, laziness and lack of initiative on the part of teachers—closing their ears and minds to all outside impressions which are contrary to the ones they expect, and, hence, failing to perceive that the really great artist does not exhibit any one method of tone-production, but that he, on the contrary, employs all kinds of tone-production, kaleidoscopic in the constant, though subtle variety of their contrasts." "Rigid methods are all very well for the rough and ready education required in the drill room of a barracks, but they should have no place in any educational system that purposes to impart anything in connection with Art."

"The only good system is that which adapts the course of teaching to the individual needs of each and every particular student. All have eventually to learn the same things, but the order and the ways employed must depend almost entirely on individual needs."

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurlitt, Lichner, Rhode and others.

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rythme des doigts;" Oscar Beringer's "Daily Practice") throughout the course. "Exercises in Muscular Discrimination" on the basis of Matthay's work, "The Art of Touch;" Czerny-Germer, Selected Studies, Volume I., Kohler, Studies, op. 50, 256; Sonatinos, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny-Germer, Selected Studies from op. 299 (School of Velocity), op. 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expressions; Bach, J. S., easier compositions

(Little Preludes and Fugues, easier two-part Inventions) French Suites; Sonatas by Hadyn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bulow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tschaiakowsky, Moszkowski and others.

Senior Year.—Clementi-Lebert, "Gradus ad Parnassum," Moscheles, op. 70; Kullak, School of Octaves; McDowell, op. 46; Selections from Henselt, op. 2, Chopin, op. 10 and 15, Bach, "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xaver and Philip Scharwenka, Saint-Saens, Debussy, Rich, Strauss, McDowell, Brahms, Liszt, etc. A Concerto by Mozart, Hummel, Mendelssohn or Beethoven.

Post-Graduate Course.—Tausig, Daily Studies; Philipp's School of Octave Playing; Etudes by Chopin, Rubenstein, Liszt, McDowell, Moszkowski, etc., Bach, Wohltemperirtes Clavier; Transcriptions of Organ Pieces (Liszt, Bursoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubinstein, Brahms, Liszt, etc.

Advanced Harmony, Counterpoint, Musical Forms.

In regard to the amount of time to be spent at the piano, we lay stress on good, rather than long practice. As emphasized by Leschetizki as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

1. An absolutely clear comprehension of the principal points to be studied in the music at hand.
2. A clear perception of where the difficulties lie, and
3. A clear understanding of the way in which to overcome those difficulties.

PROFICIENCIES AND DIPLOMAS IN PIANO.

Candidates for the Certificate of Proficiency must have completed the following work: The course in piano through the Junior year, one year in Harmony in this Conservatory, and the second year in College Preparatory English in the Literary Course.

Securing proficiency in Piano, Voice or Violin does not guarantee that the student will graduate with one more year's work. It simply means that the student has attained such a degree of proficiency that, with another year of full, average work, carrying what is designated below and making up any conditions that may be imposed she will graduate.

Candidates for graduation must do an additional year's work in Piano and Harmony, one year in History of Music, and take the third year in College Preparatory English. In all but very exceptional cases, students already advanced when entering Hardin will be required to spend two full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano.

VOICE CULTURE.

Mrs. Adam graduated as a very young girl at the Illinois Conservatory of Music, after which she went to Europe, remaining there in uninterrupted study for three years. Mrs. Adam made successful appearances in concert, recital, and oratorio at Dresden, Germany. She has also sung successfully in concert and oratorio in New York, Pittsburg, Minneapolis, St. Paul, Canton, Ohio, and other cities. She was for five years solo soprano of the famous quartet of the old Third Presbyterian Church, Pittsburg, at a salary of \$1,000 per year, resigning that position to go abroad for a fourth year of study and coaching. She has taught successfully at the various schools mentioned in the Faculty pages of the Catalogue. Her work since coming to Hardin in 1907 has been an unqualified success.

Mrs. Adam knows the field of Vocal Music. She has sound principles of pedagogy. She does not train her students on a limited number of pieces for show purposes. Students are taught for growth and development. Education in Voice is a growth, just the same as in any other line of intellectual effort. This is Mrs. Adam's policy. As an evidence of Mrs. Adam's ability, the Department of Voice has increased very greatly in numbers since she took charge of it.

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual); Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Concone, fifty lessons; Vaccai; Musical History (one year); songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. 1, Part II.; Panofka, Op. 81, Part I.;



MRS. MAY BEESLEY ADAM,
Head of Voice Department.



VOICE SENIORS.



GYPSY CHORUS.



SENIOR IN VIOLIN,
DORA SELLARD, MEXICO, MO.

Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi, Op. 3; Marchesi Etudes, Ops. 14, 18; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year); German or French (one year); the third year in College Preparatory English; and one year in Sight-singing and Ear-training.

VOICE, SIGHT-SINGING AND EAR-TRAINING.

MISS JESSIE FRANCES GUPTON.

Miss Gupton is a pupil of Mrs. Adam, having graduated from the Voice Department of Hardin College Conservatory of Music as a member of the Class of 1909. During the season of 1909-10 she completed a post-graduate course with Mrs. Adam, thus finishing a three-years' course in Voice with a fine record. Miss Gupton has a high soprano voice of unusual compass and brilliancy. She comes to Hardin with two years' experience in teaching, having carried a fair-sized class with marked success in her home city during the past two years. Her course in Sight-singing and Ear-training has been thorough, embracing also the regular course in Public School Work. She finished the work in Sight-singing as required for graduation in the Voice Department at Hardin College, and in addition has had a post-graduate course under the Silver-Burdetts at Chicago.

PROFICIENCIES AND DIPLOMAS IN VOICE.

Students completing the second year, as laid down on pages 78-83, including Harmony one year and second year College Preparatory English, will be awarded a Certificate of Proficiency in Voice.

Candidates for graduation in Voice must have completed one year in Harmony, Junior year if possible, one year in History of Music, one year in either French or German, the third year in College Preparatory English, the second year's work in Piano; be able to play accompaniments well; read Vocal Music at sight; and acquit themselves creditably in public recitals. The completion of this work, a three-years' course (two years of which must be in this Conservatory, except in

very exceptional cases), entitles the student to a Diploma in Voice.

Post-Graduate Class.—Advanced Voice Training; Voice Repertoire. Students in this Class must complete also the third year (Junior work) in Piano.

THE ORGAN.

COURSE OF STUDY.

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas, by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the Modern School of Organ-Playing, represented by Guilmant, Widor, Saint-Saens, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual Organ, twenty-four stops, built by Hook & Hastings, of Boston. The Organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost, \$3,500.

THE VIOLIN.

MISS FREDA C. SURMANN.

First Year.—Violin School, Hofman; Pieces by Weiss, Greenwald, Sitt, De Beriot, Wolferman, Weidig, Althaus, Dancila, etc.; Duos by Pleyel, Herrmann, Mazas, etc.

Second Year.—Etudes by Kayser, David, Mazas; Pieces by Weidig, Dancila, David, Hauser, Schumann, Bohm, Blord, etc.

Third Year.—Etudes by Mazas, Kreutzer; Pieces by Sitt, Ries, Spohr, Handel, Raff, Artot, Wieniawski, etc.

Fourth Year.—Etudes by Rode and Fiorillo; Sonatas by Gade; Concertos and Concert Pieces by Seitz, Accolay, De Beriot, David, Raff, Ernst, etc.

Post-Graduate Year.—Etudes by Garines; Sonatas by Beethoven; Concertos and Concert Pieces by De Beriot, Vieuxtemps, Wieniawski, Ries, etc.

PROFICIENCIES AND DIPLOMAS IN VIOLIN.

Students who complete a three years' course—one year of Harmony and the second year in College Preparatory English—will be granted a Certificate of Proficiency in Violin.

Candidates for graduation in Violin must complete the full four years' course, as laid down, with two years of Harmony, and the third year in College Preparatory English. On finishing this course students are entitled to a Diploma in Violin.

HARMONY.

MISS SURMANN.

Junior Year.—Primary work in Intervals; Scale and Chord Construction; original work in Melody Writing; Two and Four-part Harmony Writing, with study of Triads, Chords of the 7th and 9th, as far as Open Harmony. Text, G. W. Chadwick "Harmony, a Course of Study."

Senior Year.—First Semester: Progression of Dissonant Chords; Modulation; Melody Writing.

Second Semester: Musical Analysis; Form; Counterpoint, Strict and Free; Five Species, two and three parts.

MUSICAL HISTORY.

MISS SURMANN.

Text Book, Baltzell, with Hamilton's "Outline of History."

CONCERTS AND RECITALS.

In order that the Conservatory Students may have opportunity to increase their knowledge of Music and Musical Literature, frequent Concerts and Recitals are given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in Music of frequently attending and participating in such Concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such Concerts. Recitals by leading artists can be had at the cost of about one dollar (\$1.00) per student for each Recital.

In Selecting a School

inquire carefully concerning the training of those who are to have charge of your daughter's mental and moral development.

THE FACULTY.

In the Faculty are representatives of the following celebrated institutions of learning:

University of Chicago, University of Michigan, University of Missouri, Cornell University, Johns Hopkins University, University of Berlin, Bryn Mawr, Northwestern University, William Jewell College, the Royal Conservatories at Berlin, Leipzig, Stuttgart, Dresden, Vienna, Germany, and other seats of learning in Europe and America.

SOME SPECIAL ADVANTAGES OFFERED AT HARDIN.

1. All Departments are in charge of Instructors who have spent many years in training for their life-work.
2. The large number of teachers guarantee ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.
3. The College is not a private institution handicapped by debt.
4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus, none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

EXPENSES FOR THE SCHOLASTIC YEAR.

For shorter time, see paragraph, page 89, on withdrawal.

Patrons, by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects; it embraces all studies not found under the head "Extra Branches," below. Students taking "mixed" or "special" courses that is part Literary and part Music, Art, Expression or other Extra Branches, must exercise great care in making up courses.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE.

One Literary Study.....	\$20.00
Two Literary Studies.....	40.00
Three or more Literary Studies.....	60.00

BOARDING PUPILS.

Board, heat, light, laundry, as stated below, well furnished room, and full Collegiate (Literary) Course, per scholastic Year.....\$285.00

Fifteen to twenty plain pieces per week allowed for washing. Collars, cuffs, shirtwaists and fancy skirts are not included in the College laundry.

Boarding pupils not taking regular Literary Course will be charged \$225 the school year for board, room, heat, light, and plain laundry. In case only one or two literary branches are added, the charge will be \$20 for each branch. Four Literary Studies come at \$60. Literary Studies cannot be exchanged for additional piano practice or for other items.

The charges for "Extra Branches," or "Special Studies," are as follows:

Piano, Professor Arnold E. Guerne, Director, for advanced students, one-half year, \$60.00; whole year.....	\$100.00
Piano, Prof. Henrik Gjerdrum, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Sawyer, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawson, one-half year, \$40.00; whole year.....	70.00
Practice on Piano, one hour per day, per year.....	10.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Voice, individual, Mrs. Adam, half-year, \$45.00; year.....	\$ 90.00
Voice, individual, Miss Gupton, half-year, \$40.00; year.....	70.00
Vocal Music, sight-reading in class.....	10.00
Harmony, in class.....	20.00
History of Music.....	20.00
Pipe-Organ, one-half year, \$60.00; whole year.....	100.00
Practice on Organ, two hours per week, per year.....	20.00
Violin, one-half year, \$35.00; whole year.....	60.00
Painting and Drawing, or either:	
One hour daily in studio, one-half year, \$25.00; whole year.....	40.00
Two hours daily in studio (Regular Course), one-half year, \$40.00; whole year.....	70.00
Three hours daily in studio, one-half year, \$50.00; year.....	90.00
Sketch Class, per month, one lesson per week.....	1.00
Individual lessons, one-half hour, each.....	1.00
Expression, in class, two half-hour lessons, per week.....	20.00
Expression, individual lessons, two half-hour lessons per week, one-half year, \$40.00; year.....	70.00
Gymnasium (Delsarte, etc.), class instruction, two half-hour lessons per week, half year, \$10.00; year.....	15.00
Typewriting (one semester), \$10.00; whole year.....	20.00
Stenography, half-hour lessons daily (one semester), \$20.00; whole year.....	40.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, Commercial Law, English), one semester, \$50.00; one year.....	90.00
Bookkeeping, one year.....	30.00
Cooking Lessons, course of ten weeks: One lesson per week, one course, \$5.00; two courses, \$10.00; three courses, \$15.00; materials for each course, \$2.00.	
Sewing Lessons, course of ten weeks: One lesson per week, one course, \$5.00; two courses, \$10.00; three courses, \$15.00; cost of outfit, or "system," \$3.50.	
Library fee, paid by all who take any literary work, or History of Music.....	2.50
Round Table Course, one year.....	10.00
Diploma, real parchment.....	10.00

✍ Unless otherwise stated, students enter for the entire school year. Three-fifths of the annual contract price is due and payable September 8th, 1910, on entrance, and two-fifths January 16th, 1911. All remittances should be by Bank Draft, Postoffice Money Order or Express Money Order. Do not send private checks. Remittances should be made to John W. Million, President.

☞ All overdue accounts draw 6 per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, light, and plain laundry.

TO MINISTERS OF THE GOSPEL.

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS.

Young ladies who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition (\$60.00), provided the course selected, including board, room, etc., amounts at Catalogue rates to \$325 or more, not including the literary tuition. This free literary tuition can be applied only to literary subjects.

WITHDRAWAL.

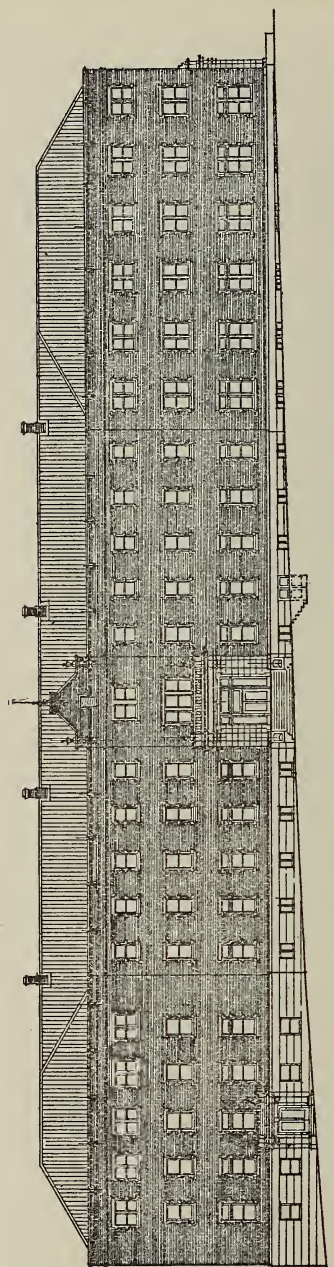
The following is an essential part of every contract:

☞ Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, plain laundry, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is, when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

The President will take pleasure in giving any information desired as to the College or the Conservatory. For Catalogue or further information, address,

JOHN W. MILLION, *President*,
Mexico, Mo.



WEST ELEVATION.
SCALE 1 IN. = 10 FT.

PROPOSED GYMNASIUM & DORMITORY.
HARDIN COLLEGE, MEXICO, MISSOURI.
STEPHENS & PEARSON, ARCHITECTS, SAINT LOUIS.

Dimensions, 300 feet in length, 50 feet in width, three stories and basement. North wing, four stories, the first two of which are for the Gymnasium and will be 69 x 87 feet. Construction: Brick, concrete and steel, therefore absolutely fireproof. Estimated cost, \$100,000.

In this building there will be administrative offices, parlors, spacious reception hall, segregated practice rooms, dormitory rooms, single and double, for 100 students, and besides the Gymnasium, a swimming tank, bowling alleys, etc.

HARDIN COLLEGE

To Her Many Students, Friends and Patrons,
Past, Present and Prospective, Greeting:

Herbert B. Adams, formerly Head Professor of History in Johns Hopkins University, once said in a History class of which the writer was a member: "When I am called on to make a contribution to a small college in the Mississippi Valley I always give something, if only a small amount. That is a growing, developing section. In time some of those schools will occupy places similar to those now occupied by Princeton, Yale and Harvard in the East." Could truer insight be shown? And what is true of the schools in the West for men, which Professor Adams had in mind, is also true of the small co-educational schools and of the schools for young women.

Every State in the Mississippi Valley will sustain an enormous population, much greater than an equal area in New England or anywhere east of the Alleghenies. The prospect imperatively demands the building of schools—State, private, denominational, all kinds—and that they be well built.

We do not want to appear prejudiced, sectional, provincial, arrayed against the East in crying aloud for our own schools. A school, a real school, one of reasonably ample proportions and reasonably well equipped with desirable living rooms (in case of a school for young women), with competent faculty, with suitable libraries, laboratories, physical culture apparatus, and campus, is a cosmopolitan affair in itself. Its thought realm is the thought realm of the whole world to-day and of all ages.

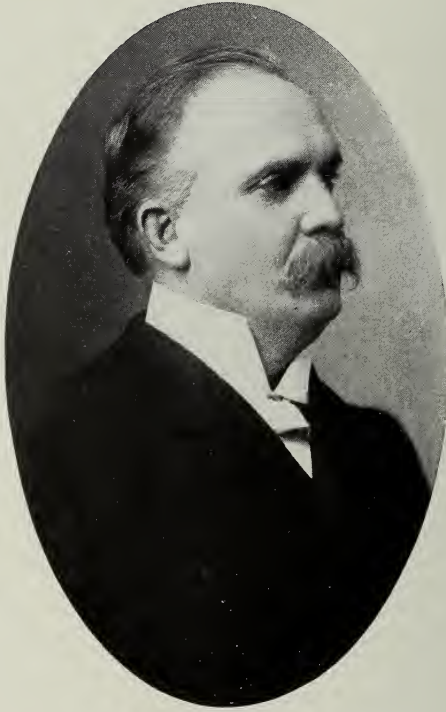
As our school system is now developing there is a place in it for the small college—the college, say, with \$25,000 to \$50,000 annual income for faculty, library and laboratory purposes. Schools with smaller incomes will find it progressively harder to secure attention and attendance.

For the small college, as indicated above, there is without doubt a great place in our school system as now developing. We make this statement upon the authority of such men as President Edmund Janes James of the University of Illinois, President Harry Pratt Judson of the University of Chicago, and President Benjamin Ide Wheeler of the University of California.

With the addition of the proposed new building exhibited on the opposite page and the addition of \$25,000 to the endowment fund (now \$81,000), Hardin College will easily come within the limits of the small college sufficiently large and sufficiently well equipped to justify its existence. The justification of its existence means that there would be no longer any doubt as to its ability, to do full junior college work.

JOHN W. MILLION, *President.*

Mexico, Missouri,
June 1st, 1910.



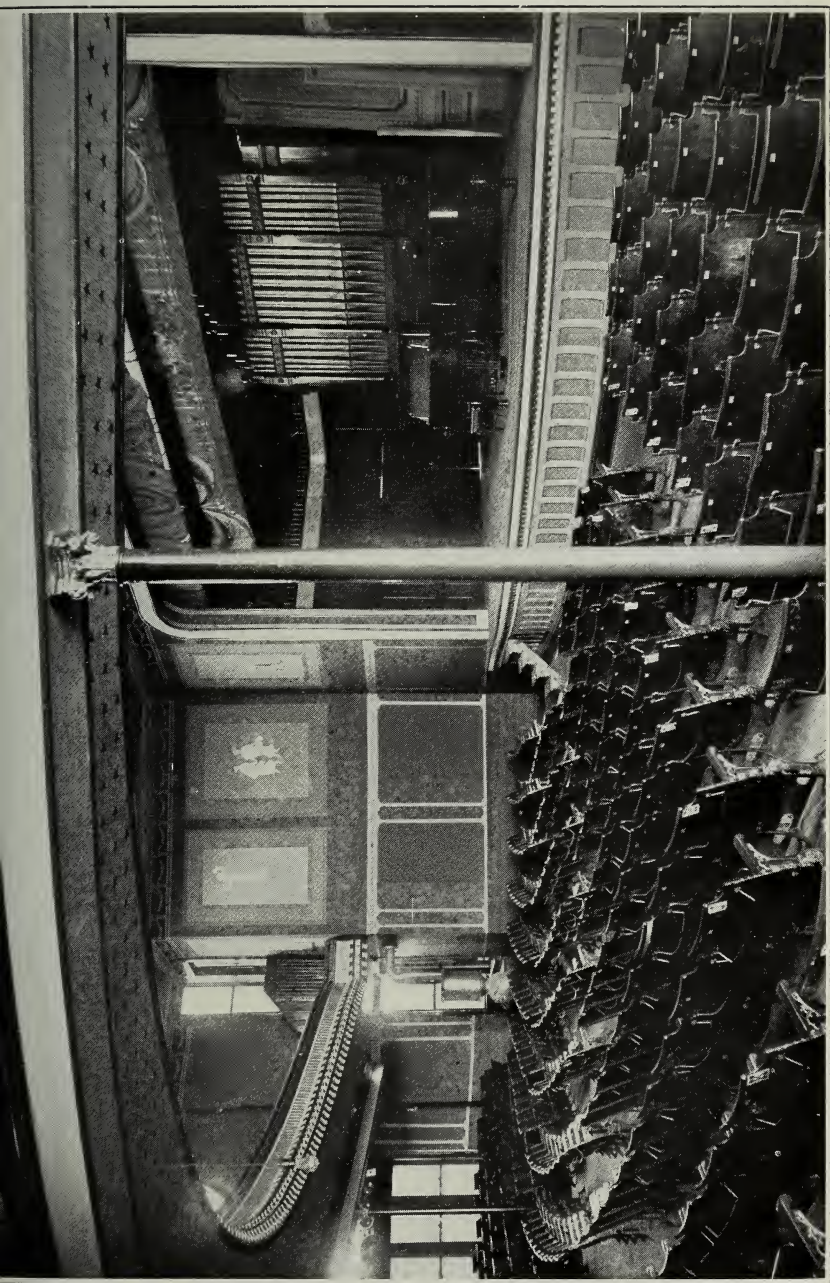
J. S. CONNER,

General Field and Financial Agent of the College.

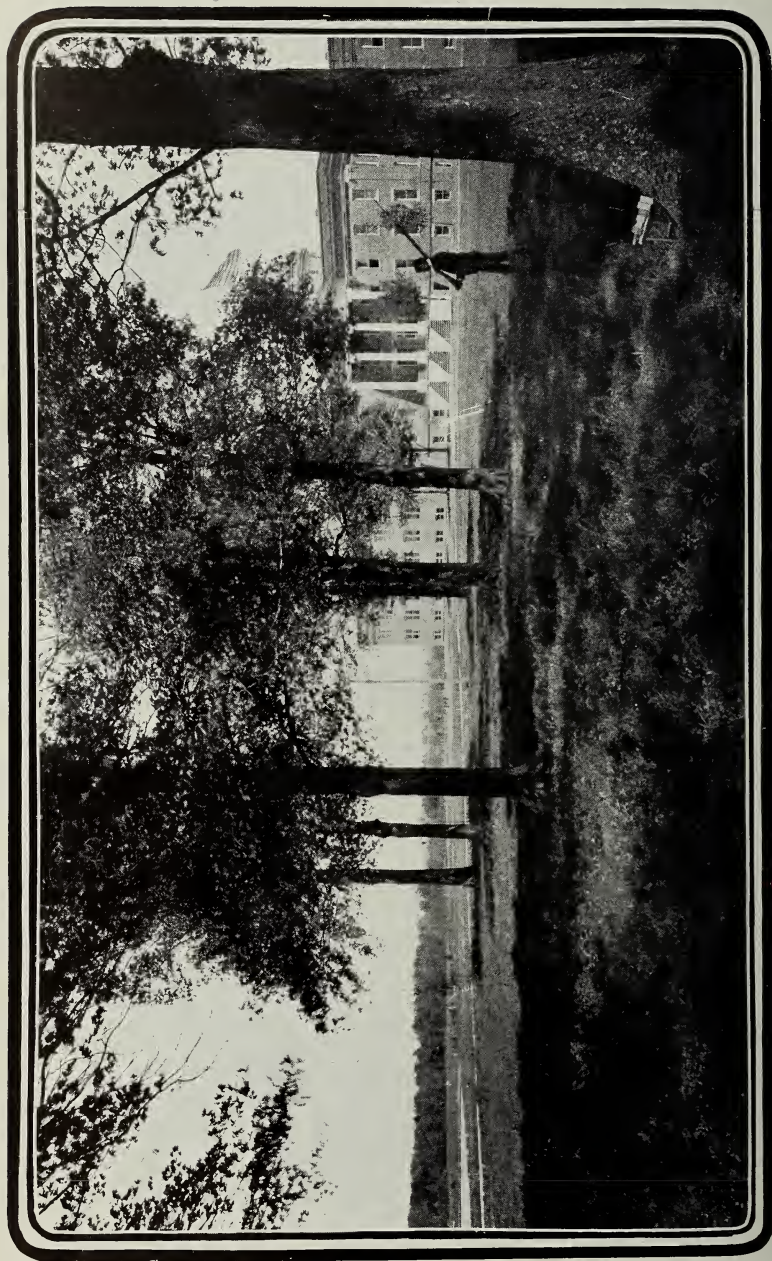
The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be a heating plant, a gymnasium, a dining room, and a dormitory to accommodate 100 additional students. A gift of \$100,000 for buildings would now be worth to the college much more than a like amount added to the endowment fund. Steps are being taken to secure gifts for both buildings and endowment.

FORMS OF BEQUEST.

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum of.....dollars, to be appropriated by the Trustees for additional buildings or endowment in such manner as they may decide."



THE AUDITORIUM



MISSOURI MILITARY ACADEMY, MEXICO, MO.

Missouri Military Academy

MEXICO, MISSOURI.

A select and thorough Classical, Scientific, Commercial, and Military Boarding School. A good teacher to every ten or twelve boys. Special attention given to each Cadet in his studies and daily life. Guarantees to turn out no failures.

The School Home is delightful, with new buildings and modern improvements; beautiful, healthful, and refined surroundings. There is no better place for nice boys of manly hopes and laudable ambitions. Others are advised not to apply.

"Let another man praise thee, and not thine own mouth."—*Proverbs, 27:2.*

"The Missouri Military Academy, with an academic staff of so able, accomplished, and experienced educators, is an ample guarantee of success."—EX-SENATOR F. M. COCKRELL.

"No boy ever took a course in Colonel Fonville's school without being made better, more manly, and more useful."—S. B. FOSTER, *Superintendent Schools*, Bonham, Texas.

"If I had forty boys, I would send them all to Missouri Military Academy."—JOHN LOTZ, Ironton, Mo.

"Your school is something far better than an excellent Academy—it is a true home for boys."—MOSES STERN, Camden, Ark.

"I decided upon Missouri Military Academy, believing it offered the best advantages."—JOHN PUNTON, Kansas City, Mo.

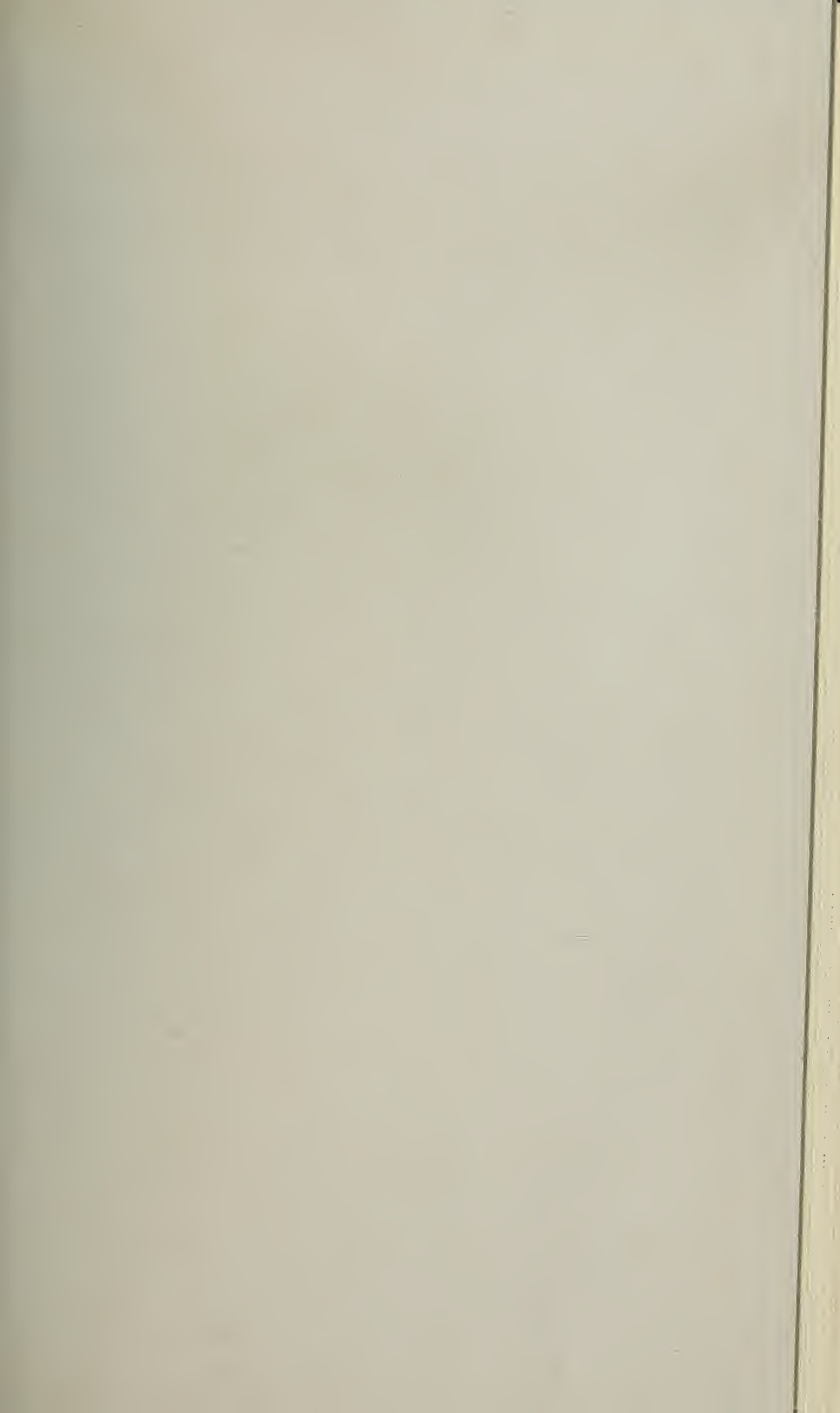
"Your school is the best in the State."—FRANK L. MILLER, Kansas City, Mo.

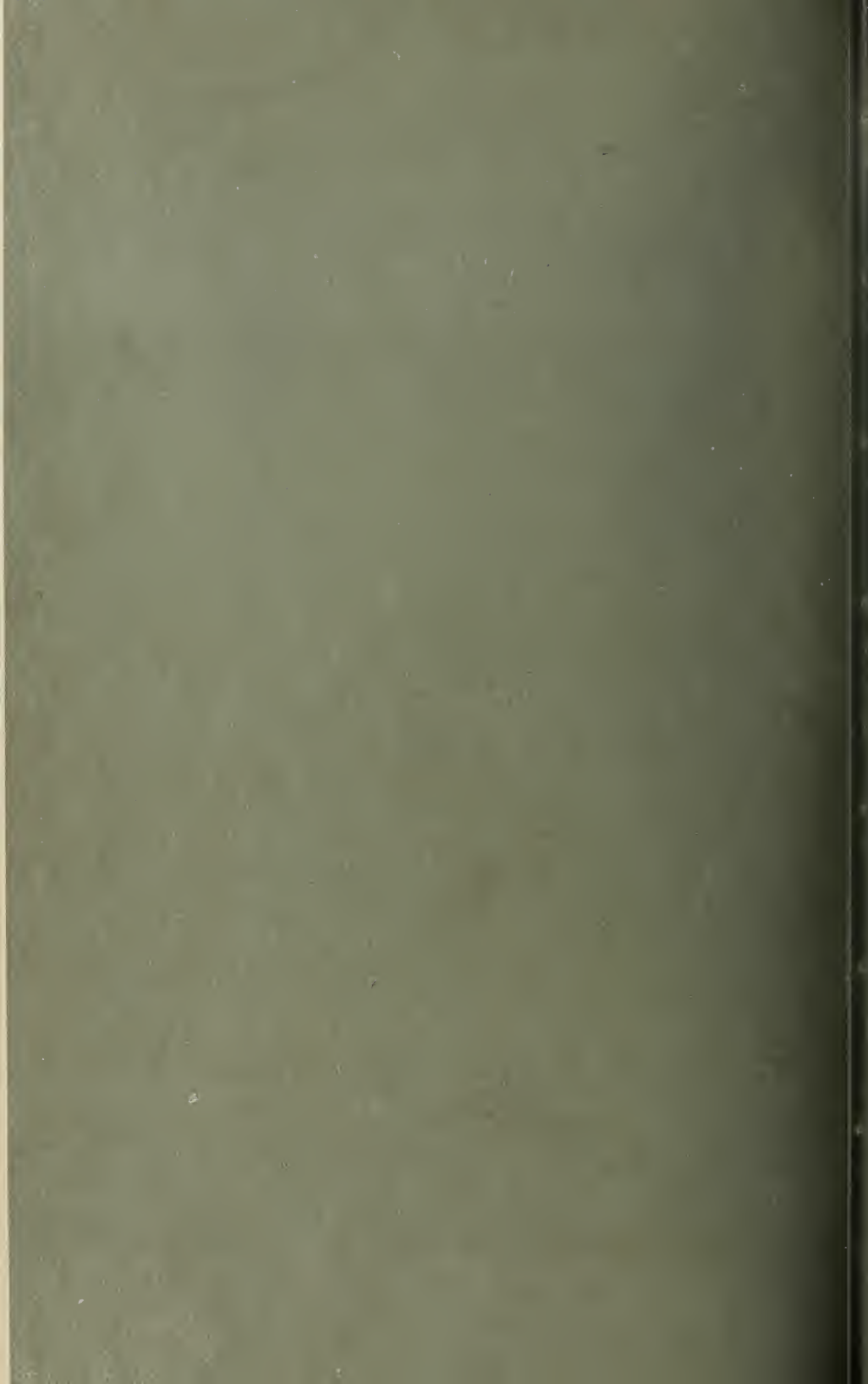
"Missouri Military Academy is the best military school on earth to-day."—DR. L. A. POWELL, Hebron, Neb.

Send for Catalogue. Address,

COL. W. D. FONVILLE,
Mexico, Mo.







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HARDIN COLLEGE AND CONSERVATORY OF MUSIC.

REGISTER OF STUDENTS, 1910-1911
PROGRAMME, 1911-1912

HARDIN COLLEGE



AND

Conservatory of Music

MEXICO, MISSOURI

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N. R. RODES

JUDGE JOHN A. GUTHRIE.....TREASURER OF COLLEGE

Calendar.

Enrollment, Day Students, Monday, September 11, 1911.

Enrollment, Boarding Students, begins Tuesday, September 12, 1911.

First Semester begins Tuesday, September 12, 1911.

Registration and Classification of Students, Tuesday and Wednesday, September 12 and 13. Regular Recitations begin Thursday, September 14.

Reception to New Students by the Faculty and Y. W. C. A., Saturday, September 16, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Monday, January 15, 1912.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnæ Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 26.

Commencement Day, Awarding of all Diplomas, Tuesday, May 28.

Faculty, 1910-1911

JOHN W. MILLION, *Political Economy, History.*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; President of Hardin College since 1897; Member of American Economic Association; Active Member of National Educational Association; Second Vice-President of the State Historical Society of Missouri; Author of "State Aid to Railways in Missouri"; Member of Advisory Council, World's Best Orations.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table.*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, Md., 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MISS AGNES CARR VAUGHAN, *Associate in Greek and Latin.*

A.B., Galloway College, 1907; Tutor in Latin, 1907-08; Teacher in City Schools, Malvern, Arkansas, 1907-08; Graduate Student, University of Michigan, summer session, 1908; Teacher in City Schools, Ypsilanti, Michigan, 1908-09; Graduate Student, University of Michigan, summer session, 1909; A.M., *ibid.*, 1910; Buhl Fellow in Classics, *ibid.*, 1910-11; First Vice-President of Galloway Alumnae Association, 1907-08; Member of Classical Association of the Northwest.

FACULTY—Continued.

MRS. H. M. RICHARDSON, *Lady Principal, Bible.*

Many years' experience in girls' schools (Baptist Female College, Lexington, Mo., and Hardin College); highly recommended by President W. A. Wilson, Baylor College, Belton, Texas; H. C. Wallace, Lexington, Mo.; Rev. G. W. Hyde, Lexington, Mo., and W. N. Collins, Superintendent of Postal Order Department, Kansas City office, 1897; traveling in Europe, summer of 1906; special work University of California, Berkeley, summer of 1908; Lady Principal Hardin College since 1902.

J. W. BARLEY, *English.*

A.B., William Jewell College, 1897; Principal of the Public Schools, Lathrop and Shelbina, 1897-1900; Professor of English in Hardin College, 1900-02; Graduate Student, University of Chicago, 1902-03; A.M., William Jewell College, 1906; Professor of English in Hardin College, 1903-09; Graduate Student, University of Pennsylvania, 1909-11; University Scholar, *ibid.*, first term, 1909-10; Harrison Fellow, second term, 1909-10, and year, 1910-11; Ph.D., 1911.

MISS MARY BLANCHE HILDEBRAND, *Assistant in English.*

Four years an undergraduate student at Missouri State University, 1905-09, A.B. Degree, 1909. Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; Teacher in Hardin College, 1910-11; Special Work in English, University of Missouri, summer of 1911.

MISS MAUDE WILLIAMSON, *Mathematics, Science.*

A.B. Degree, University of Illinois, June, 1909; Preliminary Honors, 1907; Teacher, Lynchburg, Texas, 1905-06; Practice Courses in Teaching, University of Illinois, 1908-09; Teacher in Hardin College since 1909.

FACULTY—Continued.

GUY C. MOTLEY, *History, Philosophy.*

A.B. Degree, William Jewell College, Liberty, Missouri, 1909;
Teacher in Hardin College since 1909.

MISS LUELLA E. KIEKHOEFFER, *French, German, History of Art.*

Completed preparatory school work in 1897; graduated from Northwestern College, Naperville, Illinois, 1901 (Ph.B.); received Degree Ph.M., 1904, *ibid.*; two years of study and travel in Europe, 1904-06; three semesters at Berlin University; Student of Fräulein Klemm, Berlin; Private Teacher in French and German and Exchange Work, Berlin and Paris; studied French in Geneva and Paris; attended lectures at the Sorbonne, spring of 1906; Student of Guilde Internationale, Private Teachers, spring and summer of 1906; attended lectures at Chicago University, summers of 1908 and 1909; Special Work in French with Mme. Bel Fouché, of Chicago, summer and fall of 1909; Teacher of English in Preparatory School of Northwestern College, 1902-04; two years' leave of absence spent in Europe; Teacher of French and German at Northwestern College, 1906-08; Professor of French and German at Northwestern College, 1908-10; Teacher in Hardin College, 1910-11.

MISS LUTIE VAUGHAN, *Principal of Preparatory Department.*

Graduate in Art, Hardin College, 1905; Post-Graduate Work, *ibid.*, 1906; Teacher in Woodlawn Seminary, Gordonsville, Va., 1907-08; studied at Hardin College, 1909-10; Assistant Art Teacher, *ibid.*, 1910-11.

MISS DELPHA HENEGAR, *Commercial Department.*

Graduate Queen City Business College, Springfield, Mo., 1900; Business Course, Hardin College, 1903; short term at Rubican Business College, St. Louis, Mo., 1904; held positions with Wood & Reed Mercantile Co., Gainesville, Mo., 1901-03; Sanner & Felter Hardware Co., St. Louis, Mo., 1904-07; Bahamas Timber Co., Bahama Islands, 1908-09; Teacher in Hardin College, 1910-11.

FACULTY—Continued.

MISS LENA M. DICKINSON, *Expression, Physical Culture.*

Graduate of Academy, Utica, N. Y., Graduate and Post-Graduate Emerson College of Oratory, Boston, Mass., 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Ill., 1909-10.

MISS ELIZABETH PARKER, *Art.*

Student New York Art School (Chase School), 1897; A.B., University for Women, 1902; full diploma graduate Art School (University for Women), Raleigh, N. C.; holder of the Clearmont Art Scholarship, 1898-99; special student Philbuck's (Chicago Art Institute) in Pottery, Sculpture and Clay Modeling. Taught in Public Schools, Stanly, N. C., 1899-1900; Stinceon Institute, Orrum, N. C., 1902-04; Lady Principal and Art Teacher, Orangeburg College, Orangeburg, S. C., 1904-08. Studied and traveled in Europe in 1908-09. Special student of L. Vance Phillips, New York, summer of 1903, in miniature and figure work on porcelain. Summers of 1904-05 in Chautauqua Institute; summer of 1902 with M. Sherratt in Washington, D. C.; Preceptress and Teacher of Art and Art History, College of Idaho, Caldwell, Idaho, 1909-11.

MISS MABEL ELSIE EATON, *Domestic Science (Cooking, Sewing).*

Student Liberty High School, Liberty, Mo.; Graduate of Hardin College, Art and Literary, 1906; Graduate Student and Art Assistant, Hardin College, 1906-07; Art Institute, Chicago, summer of 1909; two years' Proficiency in Cooking, Hardin College, 1904-06; Domestic Science School, Chicago, summer of 1909; Teacher Grade School, Teziutlan, Old Mexico, 1907-08; Student of L. J. Snow's School of Domestic Art, Rockford, Ill., summer 1910; Teacher in Hardin College since 1909.

MISS ETHEL THORNBURGH, *Private Secretary.*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College since 1902.

FACULTY—Continued.

MRS. M. L. EATON, *Governess.*

Governess in Hardin College, 1900-07; 1909-11.

MRS. TINA B. DOBYNS, *Manager of Boarding Department.*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.



German-American Conservatory of Music.

FACULTY.

PROF. A. E. GUERNE, *Director of Instrumental Department, Piano.*

Graduate of the Royal Conservatory of Stuttgart; taught two years in same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in St. Leonard's School (Banff), and in Aberdeen, Scotland, where his pupils stood "First over all centers in the Kingdom"; Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College, 1910-11.

PROF. HENRIK GJERDRUM, *Piano.*

Student with different teachers in Christiania, Norway, also with the Conservatory of that city; Studied with Mrs. Astrid Onarheim, 1904-05; finished and left for America same year. Private teaching in Valley City, N. D., 1905-08. During that time concert work with artists of international reputation. Returned to Europe spring of 1908; resumed studies with Mrs. Onarheim in Christiania until August, 1909; fall term of lessons with Court-pianist Vianna da Moffa in Berlin, Germany. Left for America spring of 1910; Concert and Chautauqua work summer of 1910; Teacher in Hardin College, 1910-11.

MRS. MAY BEESLEY ADAM, *Voice.*

Graduate Classical Course, Jacksonville Female Academy; Graduate Illinois Conservatory of Music, 1888; Pupil of Ettore Barili, 1888-89; three years in Europe, 1890-93, as Pupil of Frau Otto Alvsleben, Fräulein Natalie Haenish, Herr Reinhold Becker, Dresden, Germany, and of Clement T'etedoux, Paris; 1896-97, Dresden, Germany; Pupil of Fräulein Orgeni, experience on Concert Stage, Oratorio; Solo Soprano, Eastern Church Choirs, 1894-1901; taught in private Studio, two years at Pittsburg, Pa., 1898-1901; Voice Department, Glendale College, Cincinnati, Ohio, 1903-04; Voice Department, Har-

GERMAN-AMERICAN CONSERVATORY OF MUSIC— Continued.

court Place Seminary, Gambier, Ohio, 1904-06; Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1906-07; reads and sings Italian, German and French. Hardin Conservatory since 1907.

MISS JESSIE FRANCES GUPTON, *Assistant in Voice.*

Graduate High School, Montgomery, Mo., 1907; Student in Hardin College in Piano and Voice, 1907-09, graduating from Voice Department, 1909; Post-Graduate Work, Hardin College, 1910; Special Work in Sight-Singing and Ear-Training, American Institute of Normal Methods, Chicago, summer of 1910; Private Teaching in Montgomery, Mo., 1908-10; Teacher in Hardin College, 1910-11.

MISS ELIZABETH LAWSON, *Piano.*

Three years' study in Piano, Hardin College, 1903-06; Graduate in Piano, *ibid.*, 1905; Post-Graduate Course, Piano and Counterpoint, *ibid.*, 1905-06; Private Teaching, St. Louis, Mo., 1906-07; Course of Piano Lessons under Prof. E. R. Kroeger, St. Louis, Mo.; Private Teaching, Senath, Mo., 1907-08; Teacher in Hardin since 1908.

MISS JANE LAWRENCE, *Piano.*

Early Education in Public Schools, San José, Calif., Graduating in 1903; Student at the University of the Pacific Conservatory one year, finishing Junior Course; Student at the State Academy of Idaho, and also taught private pupils in Piano, 1906-07; Student at McMinville Conservatory of Music, McMinville, Oregon, 1907-08, Graduating in 1908; Taught in McMinville Conservatory of Music, 1908-09; had large private classes in San José, Calif., two years, and Pocatello, Idaho, three years. Studied Piano with Allen Spencer and Harmony and Normal Work with Miss Robyn at American Conservatory, Chicago, 1910-11.

GERMAN-AMERICAN CONSERVATORY OF MUSIC— Continued.

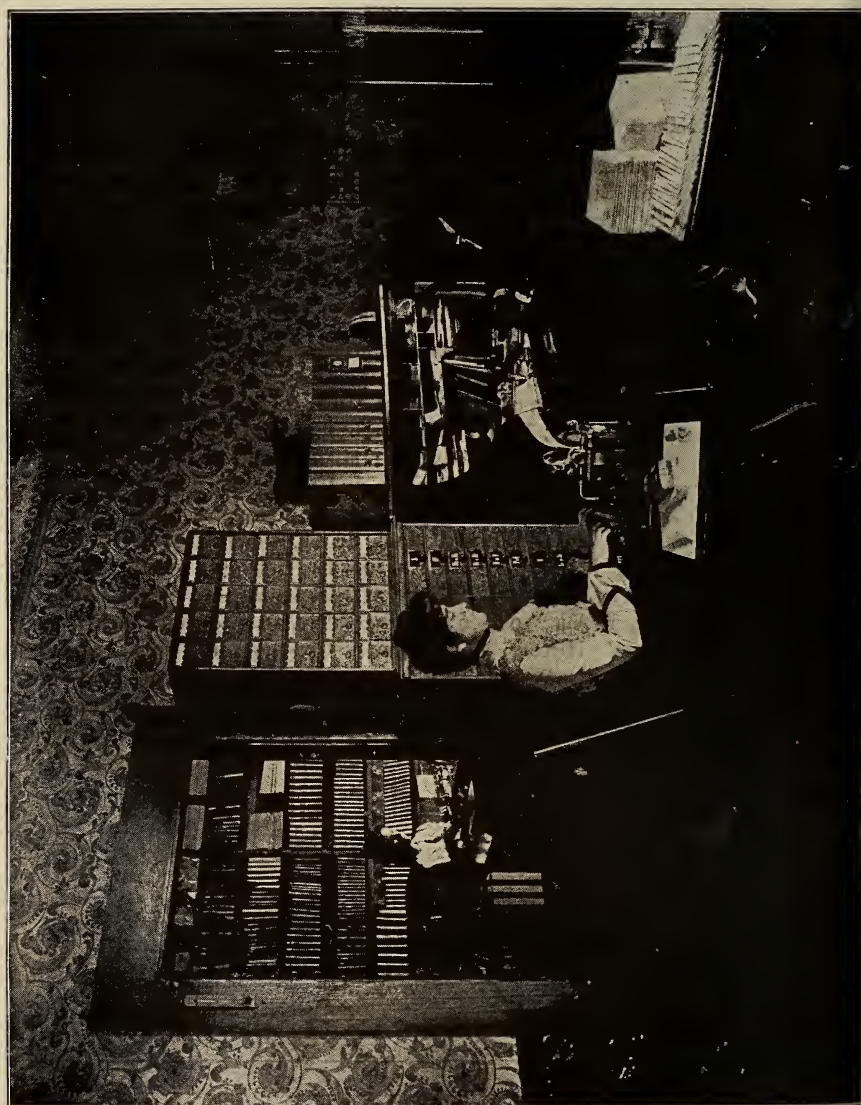
MISS RUTH COVINGTON, *Piano*.

Graduated Mexico High School, 1908; Studied Piano under Prof. Guerne, Hardin College, 1904-09, Graduating, 1909; Private Teaching, 1908-10; Post-Graduate Work under Prof. Guerne, 1910-11.

MISS SUSAN A. WEBB, *Violin, Piano, Harmony*.

Studied at Mount Allison Conservatory of Music, Sackville, N. B., Canada; Violin under A. F. Ayer, 1892-93, under C. L. Chisholm, 1893-98; at Chicago Musical College, February, 1902, to July, 1904; Violin under Jacobsohn, Diestel, Spiering; Harmony with Campbell-Tipton; History and Composition with Borowski; Ensemble Playing under Steindel and H. Diestel; Teacher's Certificate, 1903; Graduating Diploma, 1904. Taught Private Class in Truro, Nova Scotia, winter 1901-02; Private Pupils in Maywood, Ill., 1903-04; Taught Violin, Piano, Theory, Harmony, History at Birmingham Seminary, Birmingham, Ala., 1904-06; summer class, as Student-Teacher, in Musical History at Cincinnati Conservatory, 1905; played Viola in the Woman's Orchestra, Los Angeles, winter 1906-07; Taught at St. Mary's College, Dallas, Texas, 1907-08, subjects: Violin, Harmony, Sight-Playing (Piano); Taught at Lewisburg Seminary and Conservatory of Music, Lewisburg, W. Va., 1908-11, Violin and Harp.







JOHN W. MILLION, A.M., LL.D.,

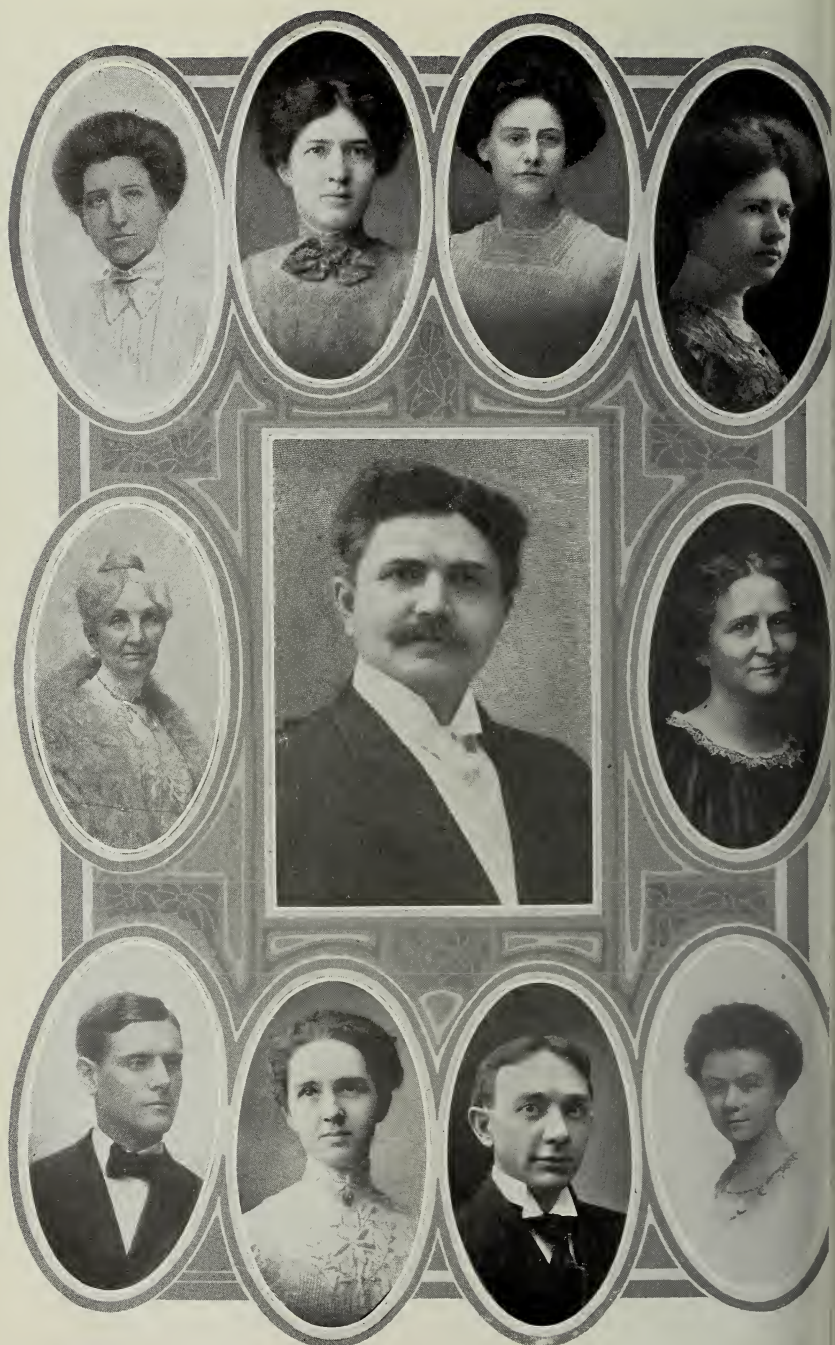
Professor of History and Political Economy, 1895-97; elected President June 4, 1897; re-elected February 5, 1901; re-elected February 5, 1906; re-elected January 10, 1911.





PRESIDENT MILLION.
MRS. RICHARDSON.
MRS. DOBYNS.

MRS. MILLION.
MRS. EATON.
MISS HUMPHREY.

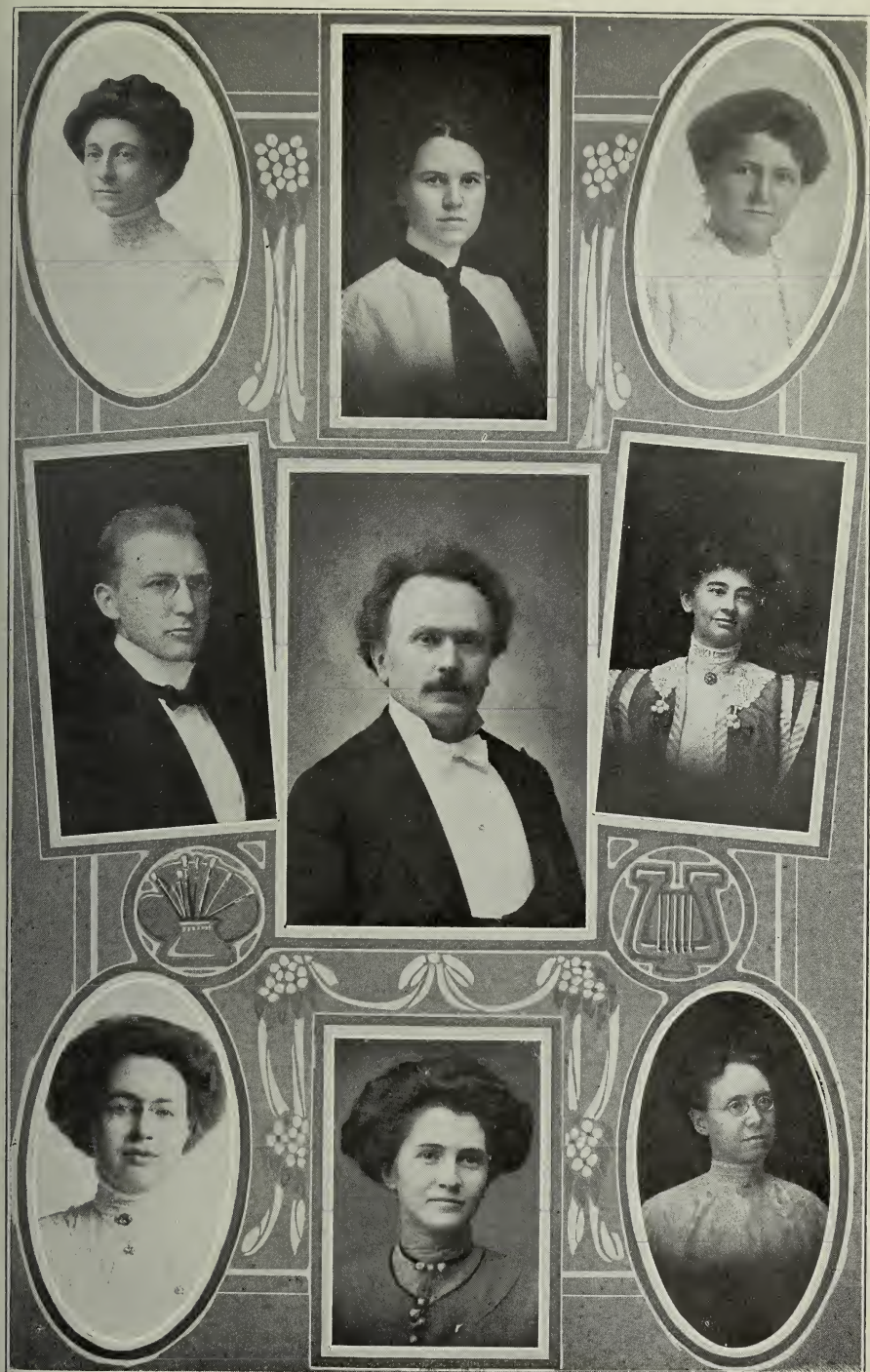


LITERARY FACULTY.

Miss Maude Williamson.
Mrs. H. M. Richardson.
Mr. G. C. Motley.

Miss Lutie Vaughan. Miss Blanch Hildebrand.
Pres. J. W. Million.
Miss Delpha Henegar. Mr. J. W. Barclay.

Miss Agnes C. Hildebrand.
Mrs. J. W. Miller.
Miss Luella K. Hildebrand.



FINE ARTS FACULTY.

Miss Elizabeth Lawson,
Mr. A. E. Guerne,
Miss Frances Gupton.

Miss Elizabeth Parker,
Mrs. M. B. Adam,
Miss Ethel Thornburgh.

Miss Lena Dickinson,
Miss H. Gjerdrum,
Miss Mabel Eaton.



HARDIN COLLEGE AND CONSERVATORY.
Founded and Endowed by Governor Hardin in 1873.

Hardin College and Conservatory for Young Women.

FOUNDED AND ENDOWED BY
GOV. CHARLES H. HARDIN, A.M., LL.D.

JUNE 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1911.

Grounds, eleven acres, worth.....	\$40,000.00
Buildings, worth	75,000.00
Endowment.	83,000.00
Library, Apparatus, Furniture.....	20,000.00
	<hr/>
	\$218,000.00

By the terms of Governor Hardin's gift, 40 per cent of the income from the endowment must be added to the principal until the endowment amounts to

ONE-HALF MILLION DOLLARS (\$500,000).

Thus the permanency of the institution is as well assured as human affairs can be. Beautiful shade trees cover a large part of the College grounds, ten acres in area.

GROWTH OF ENDOWMENT.

Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endow-

ment Fund, this fund has grown during the past twenty-seven years from \$36,028 to

1884.....	\$36,028	1900.....	\$62,250
1885.....	37,265	1901.....	64,300
1890.....	45,331	1902.....	65,500
1895.....	53,555	1903.....	67,000
1896.....	55,128	1904.....	69,000
1897.....	57,000	1905.....	71,000
1898.....	58,700	1909.....	77,655
1899.....	60,600	1911.....	83,000

The College Building is amply provided with modern conveniences.

The dormitories are large, with high ceilings, well equipped with substantial furniture, *lighted by electricity and heated by steam*. There are *bath-rooms, closets, hot and cold water on each floor*.

IMPROVEMENTS RECENTLY MADE, PAID FOR OUT OF ENDOWMENT PROCEEDS—NOT PAID FOR BY STUDENTS.

THE ADVANTAGE OF AN ENDOWED SCHOOL

IS THUS MADE CLEAR.

Rewiring the building.....	\$1,000.00
Four-hundred-foot well	1,000.00
Paving.	2,200.00
Steel ceiling in Concert Hall.....	600.00
Painting and repairs.....	1,200.00
	<hr/>
	\$6,000.00

During 1909-1910 250 volumes were added to the Library, 50 of these being donated by Prof. J. W. Barley, head of the English Department.

SECURITY FROM FIRE.

(1) Six *stairways* lead from the upper to the lower stories; (2) *four* solid brick walls range east and west through the building and *eight* brick walls run north and south, (3) *five iron ladders* on the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of water from the city waterworks available on every floor; (6) *a night-watch on duty all night*; (7) a fire alarm system, including drills, has been inaugurated; (8) two

substantial fire-escapes (iron stairways) were added during the summer of 1903.

THE COLLEGE FAMILY

Consists of the President's family, Lady Principal, Governess, teachers, and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral, or intellectual, will be well guarded. Parents desiring the best results readily co-operate with the administration. Only young ladies who have been trained at home to *obedience* and *truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young ladies is the opportunity for *social culture* and the acquirement of that grace of manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

RECEPTIONS IN THE COLLEGE FAMILY,

to which will be invited such friends as may be approved by the Faculty. On these occasions, in the school-room, at the table, on the campus, or elsewhere, young ladies will be taught to maintain toward each other, as well as toward teachers, that graceful bearing, gentle modesty, and kind consideration which are the invariable accompaniments of good breeding. At receptions the dress should be very simple. Elaborate and costly evening dresses for school-girls are not in good taste.

Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridgement of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.

EUROPEAN TOURS.

Mrs. H. M. Richardson, the Lady Principal, conducted a party through Europe during the summer of 1906. Mrs. Dea

Carr Smith, head of the Art Department for many years, made with a party a tour of Art centers in Europe during the summer of 1907. Miss Louise P. Smith, Associate in Greek and Latin, spent the summer of 1909, in company with her mother, touring Europe. Miss Smith, Miss Jack, head of the Department of Expression for four years, and Miss Elizabeth Patterson, for two years Associate in Greek and Latin, visited Europe during the summer of 1910. Miss Elizabeth Lawson, for several years student, and later teacher in Hardin, will study and travel in Europe during the summer of 1911.

Parents who wish to consider such a trip for their daughters, and who may not otherwise be satisfied as to the reliability of a chaperon, will do well to correspond with us. Almost every year some of our teachers are going abroad for travel or study, or both. Arrangements can be made for foreign travel and study that will be quite satisfactory to both student and teacher. We shall be pleased to have our patrons confer with us about this matter.



Calendar of Events.

- September 8—School opened.
- September 10—Y. W. C. A. Reception.
- September 11—Vesper service. Mrs. Sears, of Pingtu, China, led the parlor meeting.
- September 12—Baptist girls entertained with Progressive Reception by ladies of Baptist Church.
- September 18—Miss Jack talked on "Oberammergau" at the parlor meeting.
- September 21—First Teachers' Recital.
- September 24—Miss Jack entertained the Dramatic Club in College parlors.
- September 25—Miss Moss gave a talk on "Correct Breathing."
- September 26—Mr. and Mrs. Million entertained the Faculty.
- October 2—Mrs. Adam conducted the parlor meeting with recital of events on her trip abroad.
- October 10—Presbyterian girls entertained by ladies of Presbyterian Church.
- October 15—Entire school went picnicing at Sneed's Ford.
- October 22—Expression Class presented "Mrs. Jarley's Wax Works."
- October 24—Mrs. Judge Spencer, of St. Louis, visited the College in the interest of Bible Study.
- October 29—Hallowe'en Frolic.
- November 3—Miss Patton, missionary from Japan, led the prayer meeting.
- November 6—Mrs. Richardson conducted the parlor-meeting with an account of the Missionary Jubilee meeting in St. Louis.
- November 15—German Club, Der Deutsche Verein, organized.
- November 19—Basket-ball game, Hardin vs. Mexico High. Hardin victorious.
- November 20—Parlor meeting conducted by Miss Sawyer, "The MacDowell Pageant."
- November 21—Expression Class gave "Who's Who?"
- November 24—Thanksgiving.
- November 25—Piano Recital, Mrs. Million.
- November 27—Parlor meeting, musical program by Prof. Gjerdrum and Miss Surmann.

- December 1—Visit from Mr. Brown, Student Volunteer.
December 2—Mrs. Mary Kuntz-Baker gave "The Blue Bird."
December 4—President Million conducted the parlor meeting, "Women in History."
December 5—Mrs. Million entertained one-half the boarding students.
December 10—Mrs. Million entertained other half of boarding students.
December 11—Parlor meeting, by Mrs. Million, Van Eyck's Altar Piece.
December 12—Choral Recital, Mrs. Adam's pupils.
Christmas Holidays.
January 6—Major Schoof, of the British Army, lectured to the School.
January 26—Informal reception in College parlors.
January 31—Students attended "Paid in Full" at the Grand.
February 3—Visit from Miss Withers, Y. W. C. A. Secretary.
February 8—Elks' Minstrels.
February 14—Gamma Sorority entertained the Faculty and other Sororities at Buckner's.
March 2—Missionary lecture by Rev. Milford Riggs.
March 4—Students saw "The Lion and the Mouse" at the Grand.
March 11—Beta Sigma Omicron Sorority entertained the Faculty and other Sororities.
March 15—Representative students attended the Y. W. C. A. Convention in Columbia.
March 16—A party of students, in company with Mrs. Million, heard the violinist, Mischa Elman, in Columbia.
March 17—Miss Sara G. Frost gave an illustrated lecture on Oberammergau in the College Auditorium.
March 27—Le Cercle Français and Der Deutsche Verein entertained the Faculty.
April 3—Violin Recital.
April 6—Informal Reception.
April 13—Miss Kiekhoefer entertained pupils of French Class.
April 22—Phi Mu Sorority entertained the Faculty and other Sororities.
April 24—Miss Eaton took the Domestic Science Classes to East Lake.
April 24—Miss Henegar and Miss Thornburgh entertained their classes with a trolley picnic.
April 24—Play by Expression Department, "A Doctor in Spite of Himself."
May 1—Mrs. Million entertained her classes at the Orpheum Theater and Buckner's.
May 2—Miss Kiekhoefer entertained pupils of German Class.
May 4—May Day.
May 5—Reception to Seniors by Juniors.
May 8—Methodist girls entertained by Sunday-school teacher, Mr. W. W. Fry, with trolley ride and lunch at Buckner's.

- May 8—Piano Recital by pupils of Prof. Guerne.
May 12—Graduate Piano Recital by pupils of Prof. Guerne and Prof. Gjerdrum.
May 15—Miss Jack took her classes for an outing.
May 15—Graduate Piano Recital by pupils of Miss Swayer.
May 17—Graduate Piano Recital by pupils of Prof. Guerne.
May 18—Graduate Expression Recital.
May 22—Graduate Voice Recital by pupils of Mrs. Adam.
May 23—Graduate Piano Recital by pupils of Miss Lawson.
May 25—Art Levee. Afternoon and evening.
May 26—Post-Graduate Recital — Piano, Ruth Covington; Voice, Frances Gupton.
May 28—Baccalaureate Sermon, 11:00 a. m.—Dr. W. C. Anderson, Springfield.
May 29—Class Day and Alumnæ Day.
May 30—Graduating Exercises.

RELIGIOUS PRIVILEGES.

Young ladies attend Sabbath-school at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. Bible study, optional courses, may be carried on in connection with the regular courses of the curriculum. The Young Women's Christian Association of the State has a branch in the College.

The purpose of the Association is to develop a high spiritual life among those who are already Christians, to do active work among the unconverted, and thus to gain experience in doing good works, so that when school days are over, our students may take an active and effective part in the great work of uplifting humanity. A special room, when practicable, is set apart for the use of the Y. W. C. A.

OFFICERS FOR 1911-1912.

Helen Sanderson, President.....	Bowling Green, Mo.
Bessie Gwyn, Vice-President.....	Kennett, Mo.
Flora Blackwell, Secretary.....	Cordell, Okla.
Mary Wilkinson, Treasurer.....	Charleston, Mo.
Ruby Howell, Chairman of Bible Study....	Hawk Point, Mo.
Mary Lou Sears, Chairman of Missions.....	Pingtu, China.
Dora Hooper, Chairman of Music.....	Senath, Mo.
Teresa Beets, {	Chairmen of Extension { Paola, Kas.
Helen Vaughan, }	
Helen Palmer, {	Chairmen of Program.. { Ft. Scott, Kas.
Anna Belle Hays, }	
Margaret Million, Chairman of Poster.....	Mexico, Mo.

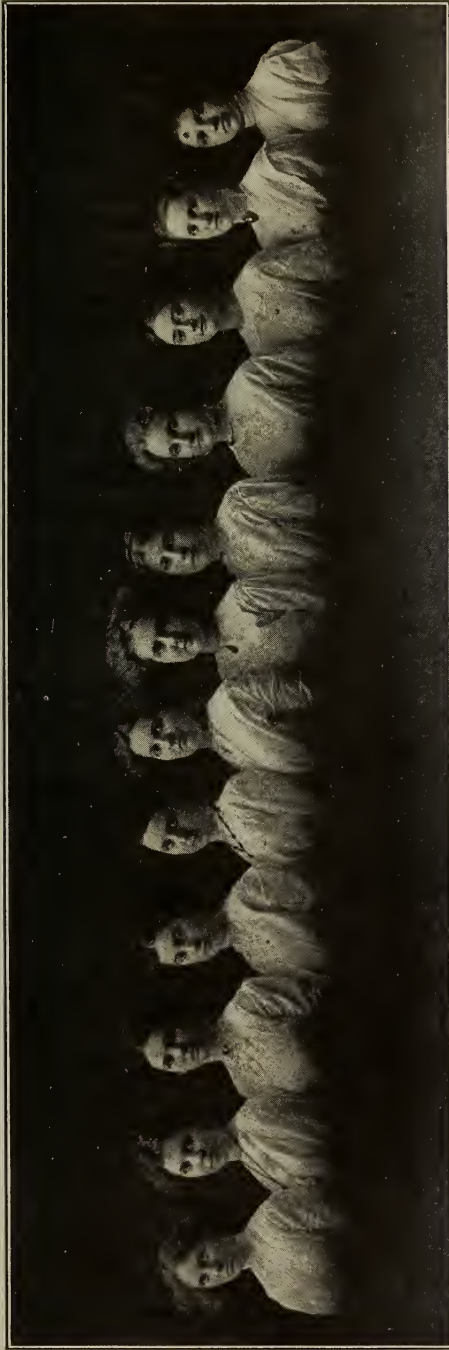
HONORS.

No department is under obligations to offer medals. As far as possible, honors are awarded by the instructors. *Decisions are based mainly on the year's work as a whole.* In the Conservatory each instructor may award a medal or other honors to his best student according to his judgment. The medal, in case a medal is given, is named for the instructor, and is paid for out of the proceeds of an entertainment given by the pupils. In Art and Elocution, much the same plan is followed.

A gold medal (\$10) is awarded to the young lady in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

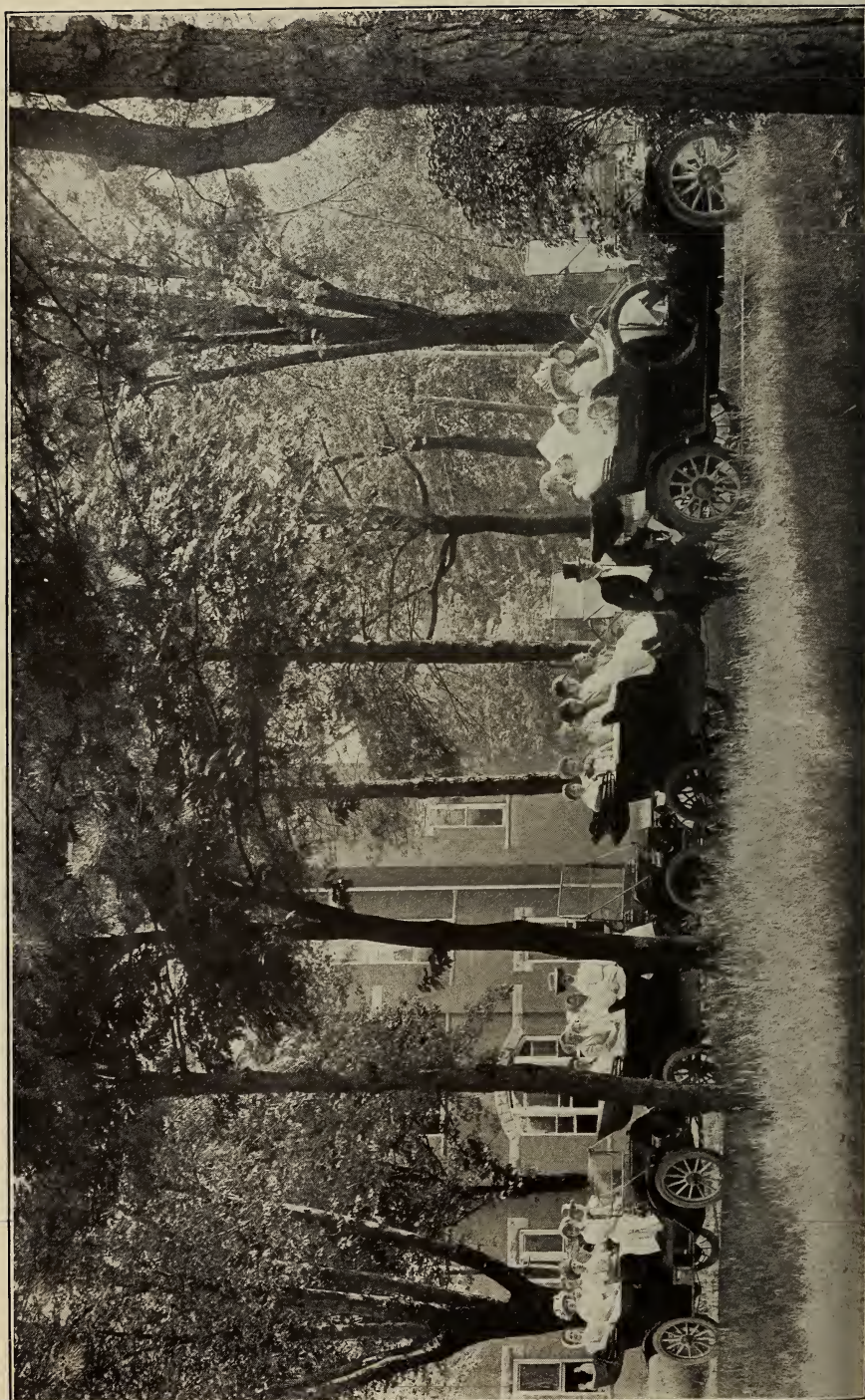
Recent winners of scholarship medals:

- Miss Anna May Moore, Paris, Mo., 1907.
- Miss Clara Haggard, Mexico, Mo., 1908.
- Miss Linnie Scott, Clinton, Mo., 1909.
- Miss Pauline Bretch, Hobart, Okla., 1910.
- Miss Lucy Denham, Mexico, Mo., 1911.



Y. W. C. A. CABINET.

Left to right.—Mary Sears, Pingtu, China; Mary Wilkinson, Charleston, Missouri; Ruby Howell, Hawk Point, Missouri; Flora Blackwell, Cordell, Oklahoma; Bess Gwyn, Kennett, Missouri; Helen Vaughan, Big Springs, Texas; Helen Sanderson, Bowling Green, Missouri; Helen Palmer, Ft. Scott, Kansas; Dora Hooper, Senath, Missouri; Teresa Beets, Paola, Kansas; Anna Belle Hays, Gorin, Missouri; Margaret Millon, Mexico, Missouri.



MRS. RICHARDSON STRIBLE CLARK AND Y. W. C. A. SOCIETY OFF FOR A RIDE.

1910

Register.

1911

Alexander, RowenaMissouri	Clore, LucileMissouri
Allen, KatherineMissouri	Coatsworth, Helen...Mexico, Mo.
Anderson, Willie Mabel..Missouri	Coleman, NannieMissouri
Angell, AlbertaMissouri	Considine, Bettie Mae..Missouri
Ayers, ElviraMissouri	Copeland, HallieMissouri
Baker, RuthMissouri	Covington, Claudia ...Oklahoma
Barbee, Clara Maude..Missouri	Covington, RuthMissouri
Barr, BeulahKansas	Crosby, EthelMexico, Mo.
Beets, TeresaKansas	Crosby, Florence...Mexico, Mo.
Behrensmeyer, Helen ...Illinois	Crum, Bird.....Mexico, Mo.
Bergendahl, Augusta ...Missouri	Cunningham, Marg..Mexico, Mo.
Betz, NinaMissouri	Dallmeyer, AlleinMissouri
Blackwell, FloraOklahoma	Deane, DorothyMexico, Mo.
Blakey, JuliaTexas	Deaver, FlossieMissouri
Blanks, Dorothy...Mexico, Mo.	Denham, LucyMexico, Mo.
Block, BettieColorado	Dodd, Matie.....Mexico, Mo.
Bolin, BereniceMissouri	Douglass, Margaret ...Missouri
Botkin, RuthKansas	Duncan, RuthMissouri
Botts, LigiaMexico, Mo.	Edwards, MaeMissouri
Braffett, JessieMissouri	Evans, GraceMissouri
Bretch, PaulineOklahoma	Evans, RuthMissouri
Brooks, Victoria...Mexico, Mo.	Ewing, JuanitaArkansas
Broome, MabelOklahoma	Faddis, EffieMissouri
Bryarly, Lena.....Mexico, Mo.	Fensky, AlvaMissouri
Buchheit, NolaMissouri	Fickel, BeulaMissouri
Burris, LillianOklahoma	Fonville, LadieMexico, Mo.
Burrows, RuthMissouri	Fonville, Mary Gay..Mexico, Mo.
Busch, ElsaMissouri	Fountain, LucyMissouri
Byrns, AnnaMissouri	Fredericks, MabelWyoming
Calbert, BessMissouri	Friedman, EffieMissouri
Calbert, LucileMissouri	Friedman, VeraMissouri
Canary, PaulineKansas	Frost, AltaIllinois
Carey, IreneIllinois	Gant, EdnaMissouri
Carlisle, Miriam...Mexico, Mo.	Garrett, MaryMexico, Mo.
Cates, KatherineTennessee	Gentry, KatherineMissouri
Caviness, RuthOklahoma	George, FannieMissouri
Chamberlin, JuliaMissouri	Gotthelf, PaulineMissouri
Chastain, RuthMissouri	Gough, GertrudeKansas

Grafftey, Marion	Missouri
Gregory, Isabel	Mexico, Mo.
Guthrie, Frances....	Mexico, Mo.
Gwyn, Bessie	Missouri
Haggard, Clara....	Mexico, Mo.
Hall, Josephine	Kansas
Harbert, Lily	Missouri
Harvey, Ethel	Missouri
Hayes, Mrs. Elma....	Missouri
Hayes, Kate	Oklahoma
Hayes, Sallie	Missouri
Hays, Anna Belle....	Missouri
Henderson, Lillian	Kentucky
Henegar, Delpha	Missouri
Hines, India	Oklahoma
Hoffman, Clara	Missouri
Holmes, Dorothy....	Mexico, Mo.
Hook, Willie.....	Mexico, Mo.
Hooper, Dora	Missouri
Horsbrugh, Lillian	Texas
Householder, Madge..	Mexico, Mo.
Howell, Ruby	Missouri
Hunter, Helen	Missouri
Irvine, Margaret	Missouri
Johnson, Beatrice	Missouri
Johnston, Mattie	Illinois
Johnston, Vera	Missouri
Keltner, Lillian....	Mexico, Mo.
Kennen, Nina	Mexico, Mo.
Keys, Pearl	Oklahoma
Kilgore, Ada	Kentucky
Kreis, Flora	Missouri
Lawrence, Kate	Arkansas
Laws, Della	Missouri
Lawson, Virginia	Missouri
Leach, Lucile	Kansas
Lewis, Jessie	Kansas
Lewis, Mattie	Missouri
Linenschmidt, Berenice..	Missouri
Locke, Mrs. E. R....	Mexico, Mo.
Long, Gladys	Missouri
McColgan, Erie	Missouri
McCune, Eva Grace....	Missouri
McDonald, Grace	Oklahoma
McGlasson, Zoe	Missouri
McKee, Josephine	Kansas
McKinney, Veda	Missouri
Mackey, Lura	Missouri
Major, Catherine	Missouri
Mangus, Jewell	Missouri
Mardis, Lessie	Arkansas
Martin, Dosia	Missouri
Melvin, Anna	Missouri
Metcalfe, Wilda....	Mexico, Mo.
Meyer, Evalena	Mexico, Mo.
Miller, Susie	Missouri
Million, Cecie	Kentucky
Million, Margaret...	Mexico, Mo.
Mitchell, Arlowein	Missouri
Moore, Myrtle	Mexico, Mo.
Moss, Alta	Missouri
Mueller, Gertrude	Missouri
Myers, Wanda	Oklahoma
Nettels, Florence	Kansas
Newman, Ruth	Wisconsin
Newton, Madge	Illinois
Noel, Nellie	Missouri
Palmer, Hattie	Kansas
Palmer, Helen	Kansas
Phillips, Addie	Mexico, Mo.
Pierce, Pearl	Missouri
Pike, Minnie	Missouri
Powell, Virginia	Missouri
Ricketts, Orelia....	Mexico, Mo.
Riddle, Cozy	Missouri
Rider, Martha	Missouri
Rix, Amelia	Texas
Robertson, Ruth....	Mexico, Mo.
Robinson, Marguerite...	Colorado
Robison, Helen	Kansas
Robnett, Willie....	Mexico, Mo.
Rodgers, Jane.....	Mexico, Mo.
Rose, Marie.....	Mexico, Mo.
Rowe, Mary.....	Mexico, Mo.
Ruff, Carra	Missouri
Sanderson, Helen	Missouri
Schwartz, Myrl	Kansas
Sears, Mrs. W. H.....	China

Sears, Mary L.....	China	Truscott, Gwendolyn...	Oklahoma
Sears, Mary C.....	Missouri	Twist, Evelyn	Kansas
Seider, Gladys	Oklahoma	Van Ness, Gladys...	Mexico, Mo.
Sellard, Floy	Mexico, Mo.	Van Winkle, Vera.....	Missouri
Sewell, Virginia	Missouri	Vaughan, Helen	Texas
Shocklee, Prudence	Missouri	Wallace, Elsie	Oklahoma
Shy, Elizabeth	Oklahoma	Wallace, Josephine..	Mexico, Mo.
Silverstein, Elaine...	Mexico, Mo.	Waller, Elnora	Virginia
Simon, Ruth	Missouri	Waters, Eva	Oklahoma
Sitzler, Rose	Kansas	Wayham, Jessica	Missouri
Skelton, Irene	Oklahoma	Wheeler, Grace	Missouri
Smith, Kathryn	Missouri	White, Beuna	Oklahoma
Smith, Ruth	Oklahoma	White, Pauline	Missouri
Sowers, Ruth	Oklahoma	Wilkinson, Mary	Missouri
Spencer, Harriet	Missouri	Williams, Ruth	Nebraska
Stewart, Maude	Oklahoma	Wilson, Ida	Missouri
Stewart, Maude	Missouri	Winans, Lelia	Mexico, Mo.
Stokely, Golda	Missouri	Windsor, Arlotta	Missouri
Sutton, Ethel	Missouri	Wise, Hermena	Missouri
Tate, Alma	Illinois	Wise, Ruth	Missouri
Terry, Lillian	Texas	Withers, Mary	Missouri
Thompson, Cynthia	Missouri	Witherspoon, Alice..	Mexico, Mo.
Threlkeld, Ella.....	Mexico, Mo.	Worrell, Dorothy...	Mexico, Mo.
Tinsley, Martha....	Mexico, Mo.		

Classified List.

Piano.	148	Domestic Science—	
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Art.	37	Violin.	10
History of Music.....	32	Round Table	10
Expression.	29	Organ.	1

Graduates, 1911.

LITERARY.

Pauline Bretch, A.B.....	Hobart, Oklahoma
Clara Haggard, A.B.....	Mexico, Missouri
Veda McKinney, A.B.....	Gilliam, Missouri
Gladys Anna Seider, A.B.....	Okmulgee, Oklahoma
Myrtle Moore, B.L.....	Mexico, Missouri
Marie Rose, B.L.....	Mexico, Missouri
Jessica Wayham, B.L.....	St. Louis, Missouri

PIANO.

Lena Bryarly.....	Mexico, Missouri
Claudia Covington.....	Coalgate, Oklahoma
Margaret Cunningham.....	Mexico, Missouri
Frances Folsom Guthrie.....	Mexico, Missouri
India Cornelia Hines.....	Sallisaw, Oklahoma
Margaret Irvine.....	Marshall, Missouri
Beatrice Margaret Johnson.....	Moberly, Missouri
Florence Augusta Nettels.....	Topeka, Kansas
Ruth Robertscn.....	Mexico, Missouri
Laura Irene Skelton.....	Okmulgee, Oklahoma
Kathryn Bankhead Smith.....	Clarksville, Missouri
Ethel Elizabeth Sutton.....	Farber, Missouri
Lillian Louise Terry.....	Ennis, Texas
Josephine Wallace	Mexico, Missouri
Lelia Winans.....	Mexico, Missouri
Ruth Wise.....	Bowling Green, Missouri
Alice Ruth Witherspoon.....	Mexico, Missouri

VOICE.

Mary Garrett.....	Mexico, Missouri
Gertrude Gough.....	Abilene, Kansas
Virginia Lawson.....	Senath, Missouri
Ella Threlkeld.....	Mexico, Missouri

EXPRESSION.

Pauline Gotthelf	St. Louis, Missouri
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REGULAR ART.

Dorothy Holmes.....	Mexico, Missouri
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PROFICIENTS.

PIANO.

Florence Crosby.....	Mexico, Missouri
Anna Belle Hays.....	Gorin, Missouri
Dora Hooper.....	Senath, Missouri
Vera Johnston.....	Newark, Missouri
Flora Kreis.....	St. Louis, Missouri
Josephine McKee.....	Topeka, Kansas
Gertrude Mueller.....	California, Missouri
Madge Newton.....	Pontoosuc, Illinois
Amelia Rix.....	Big Springs, Texas
Mary Wilkinson.....	Charleston, Missouri
Hermena E. Wise.....	Wellsville, Missouri

VOICE.

Ruth Botkin.....	Wichita, Kansas
Amelia Rix.....	Big Springs, Texas
Ruth Wise.....	Bowling Green, Missouri

FULL BUSINESS COURSE.

Beulah Barr.....	Caney, Kansas
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STENOGRAPHY.

Teresa Beets.....	Paola, Kansas
Lucile Calbert.....	Warsaw, Missouri
Mattie Lewis.....	St. Joseph, Missouri
Ida Wilson.....	Montgomery City, Missouri
Maude Stewart.....	Edina, Missouri

BOOKKEEPING.

Katherine Allen.....	Senath, Missouri
Margaret Douglass.....	Senath, Missouri
Harriet Spencer.....	La Plata, Missouri

COOKING.

Beulah Barr.....	Caney, Kansas
Bettie Block.....	Denver, Colorado
Berenice Bolin.....	Winona, Missouri
Jessie Braffett.....	Mill Grove, Missouri
Bess Calbert.....	Warsaw, Missouri
Pauline Canary.....	Caney, Kansas
Flossie Deaver.....	Paris, Missouri
Margaret Douglass.....	Senath, Missouri

Marion Grafftey.....	Kansas City, Missouri
Dora Hooper.....	Senath, Missouri
Ethel Harvey.....	California, Missouri
Sallie Hayes.....	Butler, Missouri
Kate Lawrence.....	Fort Smith, Arkansas
Virginia Lawson.....	Senath, Missouri
Veda McKinney.....	Gilliam, Missouri
Madge Newton	Pontoosuc, Illinois
Martha Rider.....	Independence, Missouri
Mary C. Sears.....	La Plata, Missouri
Lelia Winans.....	Mexico, Missouri

SEWING.

Lucile Clore.....	Lee's Summit, Missouri
Margaret Douglass.....	Senath, Missouri
Marion Grafftey.....	Kansas City, Missouri
Madge Newton.....	Pontoosuc, Illinois
Mary Lu Sears.....	Pingtu, China
Helen Vaughan.....	Big Springs, Texas
Vera Van Winkle.....	Norton, Missouri
Elsie Wallace.....	Tahlequah, Oklahoma

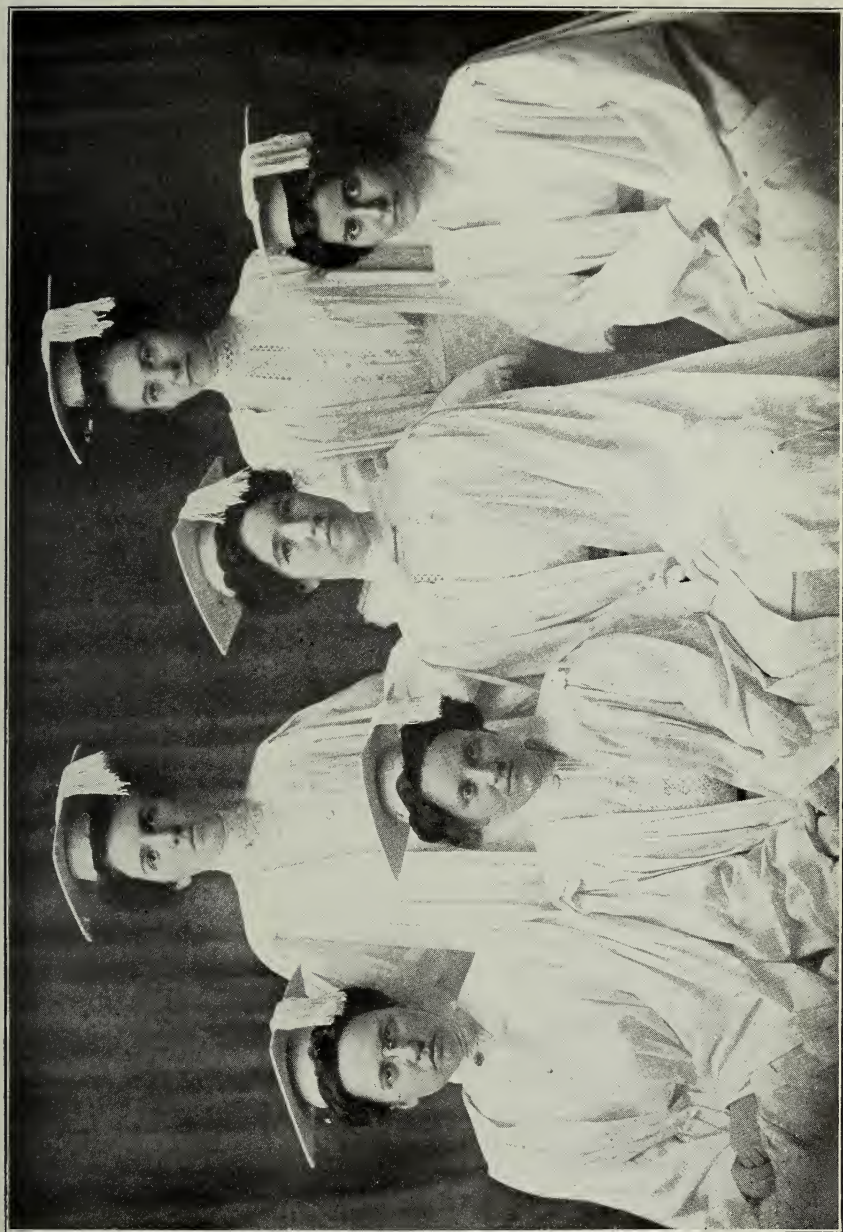
POST-GRADUATES, 1911.

PIANO.

Victoria Brooks.....	Mexico, Missouri
Ruth Covington.....	Martinsburg, Missouri
Berenice Linenschmidt.....	Montgomery City, Missouri

VOICE.

Frances Gupton, two-years course	Montgomery City, Missouri
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LITERARY SENIORS.

Standing, left to right.—Myrtle Moore, B.L., Mexico, Missouri; Pauline Bretch, A.B., Hobart, Oklahoma.
 Sitting, left to right.—Clara Haggard, A.B., Mexico, Missouri; Jessica Wayham, B.L., St. Louis, Missouri; Veda McKinney, A.B., Gilliam, Ark.

Course of Study.

COLLEGE PREPARATORY—LATIN COURSE.

Eighth Grade Work in Public School Completed.

(Figure in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester.

English [same, continued] (5).
Beginning Lat'n [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Bingham] (2½).
Spelling [continued].
Elementary English History, if needed. (2½).

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Caesar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

English [same, continued] (5).
Bible Study, elective.
Algebra through Quadratics (5).
Caesar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory. English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester.

English [same, continued] (4).
Bible Study, elective.
Plane Geometry (4).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three books (4).
French (3) or German (3).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (4).
English History (3).
Vergil, three books, and Ovid (4).
French (3) or German (3).

College Department.

JUNIOR COLLEGE—LATIN COURSE.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane and Spherical (3).
European History (3).
Physics (3).
Horace, Odes, about four books (3).

Second Semester.

Bible Study, elective.
English Literature (3).
College Algebra (3).
European History (3).
Physics (3).
Roman Comedy, about four plays (3).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of English Literature (3).
Chemistry (3).
Analytics (3), elective.
Psychology (2), elective.
History of Art (2), elective.
Advanced American History (3).
Political Economy (2).
Cicero's Letters [Abbott's Edition], about two-thirds of Letters (3).

Second Semester.

Bible Study, elective.
Study of Special Periods of English Literature (3).
Chemistry (3).
Ethics (2), elective.
History of Art (2), elective.
Advanced American History (3).
Political Economy (2).
Pliny's Letters [Westcott's Edition], Martial (3).

College Preparatory.

MODERN LANGUAGE COURSE.

Eighth Grade Work in Public School Completed.

(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester.

English [same, continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Elementary English History, if needed (2½).

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester.

Bible Study, elective.
English [same, continued] (4).
Plane Geometry (4).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three books (4).
French (3) or German (3).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (4).
English History (3).
Vergil, three books, and Ovid (4).
French (3) or German (3).

Junior College.

MODERN LANGUAGE COURSE.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane and Spherical (3).
European History (3).
Physics (3).
German (3) or French (3).

Second Semester.

Bible Study, elective.
English Literature (3).
College Algebra (3).
European History (3).
Physics (3).
German (3) or French (3).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of English Literature (3).
Analytics (3), elective.
Chemistry (2).
Psychology (2), elective.
History of Art (2), elective.
Advanced American History (3).
Political Economy (2).
German (3) or French (3).

Second Semester.

Bible Study, elective.
Study of Special Periods of English Literature (3).
Chemistry (2).
Ethics (2), elective.
History of Art (2), elective.
Advanced American History (3).
Political Economy (2).
German (3) or French (3).

College Preparatory.

CLASSICAL (GREEK) COURSE.

Eighth Grade Work in Public School Completed.

(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR.

First Semester.

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester.

English [same continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Elementary English History, if needed (2½).

SECOND YEAR.

First Semester.

Bible Study, elective.
Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester.

Bible Study, elective.
English [same, continued] (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR.

First Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
Greek, Grammar and Prose Composition (5).

Second Semester.

Bible Study, elective.
Preparatory English Literature (4).
Plane Geometry (4).
Cicero, four Orations (4).
Greek, Anabasis and Prose Composition (5).

FOURTH YEAR.

First Semester.

Bible Study, elective.
English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
Vergil, three books (4).
Anabasis and Prose Composition (5).

Second Semester.

Bible Study, elective.
American Literature (3).
Higher Algebra (4).
Vergil, three books, and Ovid (4).
Odyssey, six books, and Prose Composition (5).

Junior College.

CLASSICAL (GREEK) COURSE.

JUNIOR YEAR.

First Semester.

Bible Study, elective.
English Literature (3).
Trigonometry, Plane and Spherical, or European History or Physics (3).
Horace, Odes, about four books (3).
Lysias, ten Orations (4).

Second Semester.

Bible Study, elective.
English Literature (3).
College Algebra or European History or Physics (3).
Roman Comedy, about four plays (3).
Demosthenes, Plato's Apology and Crito, three Orations (4).

SENIOR YEAR.

First Semester.

Bible Study, elective.
Study of Special Periods of English Literature (3).
Analytics (3) or Psychology (2).
or Chemistry (3), elective.
History of Art (2).
Advanced American History (3).
Cicero's Letters [Abbott's Edition], about two-thirds of Letters (3).
Æschylus, "Prometheus"; Sophocles, "Antigone"; Euripides, "Medea" (4).

Second Semester.

Bible Study, elective.
Study of Special Periods of English Literature (3).
Ethics (2) or Chemistry (3), elective.
History of Art (2).
Advanced American History (3).
Pliny's Letters [Westcott's Edition], Martial (3).
Homer's Iliad, Advanced Course (4).

Grade or Rank of Literary Work Done at Hardin.

Hardin is Now Doing Four Years of High School Work
and Two Years of College Work Beyond
the High School.

HARDIN AT THE UNIVERSITY OF MISSOURI.

One A.B. graduate of Hardin, 1905, graduated A.B., August, 1907.

One A.B. graduate of Hardin, 1906, graduated A.B., June, 1908.

One A.B. graduate of Hardin, 1907, graduated A.B., June, 1909.

One A.B. graduate of Hardin, 1905, graduated A.B., August, 1908.

Report of Irvin Switzler, Registrar, January 25, 1910.

HARDIN AT THE UNIVERSITY OF CHICAGO.

One A.B. graduate of Hardin, 1901, taking afterwards part of a year's work at another institution and spending some time in teaching, received 27 majors credit "advanced standing," took 9 majors work in the University and graduated A.B., June, 1908. In residence only four quarters.

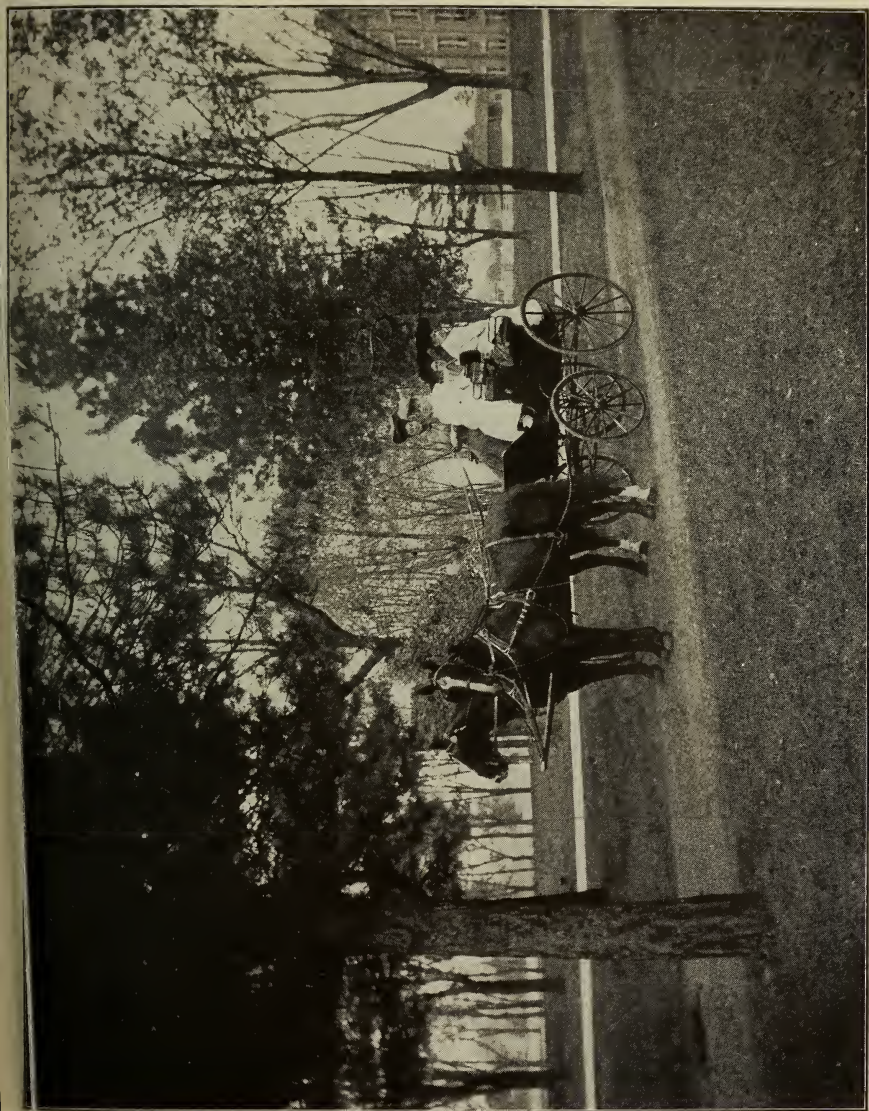
Based on report of A. K. Parker, Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNIVERSITY (ST. LOUIS).

One A.B. graduate of Hardin, 1906, graduated A.B., June, 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25, 1910.



THE DRIVE ON CAMPUS.



A CORNER IN THE CHEMICAL LABORATORY.

ENGLISH LANGUAGE AND LITERATURE.—MR. J. W. BARLEY, MISS MARY B. HILDEBRAND, MISS LUTIE VAUGHAN.

Grammar.—English Grammar.—An elementary course in practical English Grammar. The exercises of the course will consist mainly in sentence analysis and short compositions to illustrate the grammatical principles.

Reading of some masterpieces of literature. Miss Lutie Vaughan.

First Year Preparatory.—Five hours.

1. English Composition.—An elementary course in English Composition.
2. Study of some masterpieces of literature. Miss Hildebrand.

Second Year Preparatory.—Five hours.

1. English Composition and Rhetoric.—This course attempts to make students familiar with the elements of English Composition. It will consist of exercises based upon text-book study and themes.
2. Study of several masterpieces required for college entrance. Miss Hildebrand.

Third Year Preparatory.—Three or Four hours.

English Literature.—This course is designed for students who wish to take up for the first time, or by way of review, the more simple and concrete phases of the subject. Besides the study of various literary masterpieces, the preparation of papers and reports is required. Mr. Barley.

Fourth Year Preparatory.—Three hours.

The work of this course may be devoted wholly to composition of an advanced type, or may be divided between composition and literature, depending upon the immediate needs of the students applying for the course. Considerable facility in the writing of good English is prerequisite to admission to this work. Mr. Barley.

Junior Year.—Three hours.

An advanced study in the development of English literature by periods in relation to the literary and historical conditions. Usually this course is too advanced and difficult for the recent high school graduate, but such may be admitted who by examination or otherwise demonstrate their ability to do the work. A great deal of collateral reading and the preparation of papers are required. Mr. Barley.

Senior Year.—Three hours.

Shakespeare.—Second Term.

A reading course in the Comedies. The student is held responsible for a close acquaintance with part or all of the Comedies. Several of them are studied in class with specific reference to the language and customs of the age, to the style and diction, and to their quality as drama and poetry.

Shakespeare.—Second Term.

A reading course in the Tragedies similar to that in the Comedies. Mr. Barley.

MATHEMATICS.—MISS MAUDE WILLIAMSON and MISS LUTIE VAUGHAN.

Instruction concerning the history and development of the various branches of Mathematics is given by informal lectures.

First Year Preparatory.—Five hours.

The Rational Arithmetic completed. Miss L. Vaughan.

Second Year Preparatory.—Five hours.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' High School Algebra, Elementary Course. Miss Williamson.

Third Year Preparatory.—Four hours.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original problems. Wells' New Plane and Solid Geometry. Miss Williamson.

Fourth Year Preparatory.—Three hours.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the elementary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; binomial theorem, logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced Course. Miss Williamson.

Junior Year.—Three hours.

First Semester.—Plane and Spherical Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra. Miss Williamson.

Senior Year.—Three hours.

Analytics, elective. Text, Ashton's Analytic Geometry. Miss Williamson.

SCIENCE.—MISS MAUDE WILLIAMSON.

Junior Year.—Three hours. (Recitation and Laboratory work.)

Physics.—This course gives a general knowledge of the fundamental principles and theories of Physics, through recitation, collateral reading, and laboratory work. Text, Mann and Twiss.

Senior Year.—Three hours.

Chemistry.—A course in Inorganic Chemistry, descriptive and theoretical, with laboratory work by the students. Text, Newell's Descriptive Chemistry.

HISTORY AND POLITICAL ECONOMY.—PROF. JOHN W. MILLION, MR. GUY MOTLEY, MISS MARY BLANCHE HILDERBRAND, MISS AGNES CARR VAUGHAN, and MISS LUTIE VAUGHAN.

History.—*First Year Preparatory.*—Two and one-half hours.

Outline course in United States History. Text, Channing. Miss L. Vaughan.

Elementary English History, if needed. Miss Hildebrand.

Second Year Preparatory.—Three hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, Myers' "Ancient History," Guerber's "Myths of Greece and Rome." Miss Agnes Carr Vaughan.

Fourth Year Preparatory.—Three hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work. Mr. Motley.

Junior Year.—Three hours.

Mediaeval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII. and Louis XIV.; Colbert's work; the Northern Nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

First Semester.—American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing Colonies. The causes of the Revolution and the growth of the ideas of Independence and Union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Hart's "Formation of the Union." Mr. Motley.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less emphasis. Source-work will be largely used. Texts, Hart's "Formation of the Union"; Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use. Mr. Motley.

POLITICAL ECONOMY.—MR. MOTLEY. Two hours.

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Texts, Ely & Wicker's "Elementary Economics" and R. T. Ely's "Evolution of Industrial Society."

PHILOSOPHY.—MR. MOTLEY.

Psychology.—Two hours.

First Semester.—An Elementary Course in Psychology. Text, Halleck's "Psychology and Psychic Culture." Reference, James' "Psychology," Advanced Course.

Ethics.—Two hours.

Texts, Noah K. Davis' "Principles of Ethics" and Hyde's "Practical Ethics." References, Bowne's "Principles of Ethics," McKenzie's "Ethics."

GREEK AND LATIN.—MRS. MILLION and MISS AGNES CARR VAUGHAN.

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

GREEK.—Third Year Preparatory.—Five Hours.

Texts, Ball's "Elements of Greek," Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar. Miss Agnes Vaughan.

Fourth Year Preparatory.—Five hours.

Texts, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar, Merriam's "The Phæacians of Homer," Merry's "Homer's Odyssey," Books XIII., XIV.; Autenrieth's Homeric Dictionary, Pearson's "Greek Prose Composition." Mrs. Million and Miss Agnes Vaughan.

Junior Year.—Four hours.

Texts, Wait's "Lysias," ten orations; Tyler's "Philippics of Demostheres," Dyer's "Apology and Crito of Plato." Mrs. Million.

Senior Year.—Four hours.

Tragedy; "Iliad" and "Homeric Antiquities." Mrs. Million.

LATIN.—First Year Preparatory.—Four hours.

Texts, Jones & Jenks' "Bellum Helveticum" and "Fabulæ Faciles." Miss Agnes Vaughan.

Second Year Preparatory.—Four hours.

The work includes the course in elementary grammar and the translation of four books of Cæsar. Emphasis is laid on the acquisition of vocabulary, ready recognition of forms, sentence analysis, and sight translation. Texts, Walker's "Cæsar," Bennett's Latin Grammar, Bennett's "Preparatory Latin Writer." Miss Agnes Vaughan.

Third Year Preparatory.—Four hours.

Composition lesson, sight translations, and constant drill in syntax accompanying the work. Much Latin is read aloud (without translation) in the class-room. Some reference reading on related topics is required. Texts, D'Ooge's "Cicero," Bennett's Latin Grammar, Bennett's "Prose Composition." Miss Agnes Vaughan.

Fourth Year Preparatory.—Four hours.

The equivalent of four books of Cæsar and seven orations of Cicero is required before entering this class. Differences between prose and poetic diction and syntax are noted in the study of Vergil. Mythology. Text, Miller's "Vergil and Ovid." Miss Agnes Vaughan.

Junior Year.—Three hours.

1. Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.
2. Reading of Roman Comedy, chiefly Terence, and study of Roman life. Mrs. Million.

Senior Year.—Three hours.

1. Cicero. Selected Letters and a study of the times as shown in the letters. Text, Abbot's "Cicero's Letters."

2. Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES.—MISS LUELLA E. KIEKHOEFFER.

First Year German.—Five hours.

"Elements of German," Becker-Rhoades; "Glück Auf"; Modern German reading. Conversation, dictation, translation into German, and memorizing of German poems.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems in "Glück Auf." ("Glück Auf" can be had of Ginn & Co., Chicago, Ill.)

Second Year German.—Three hours.

1. Thomas' Practical German Grammar (revised). Reading, "Minna von Barnhelm," Lessing; "Wilhelm Tell," Schiller; Selections from representative modern authors. Conversation, dictation, and translation into German.

2. Pope's German Compositior.

Third Year German.—Three hours.

Bernhardt's Composition. Sight translation, conversation and dictation. Reading of modern representative authors,—Lessing, Schiller, Heine.

Fourth Year German.—Three hours.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

First Year French.—Five hours.

Thieme and Effinger's French Grammar; "Le Voyage de M. Perrichon," or selections from standard authors. Conversation, dictation, translation into French.

Requirements for entrance to Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

Second Year French.—Three hours.

1. Fraser and Squair's Grammar. Reading of French classics, representative authors. Conversation, dictation, translation into French.

2. Advanced French Prose Composition, François.

Third Year French—Three hours.

Composition; History of French Literature; Reading of Selections from representative authors.—“Le Cid,” Corneille, “Notre Dame de Paris,” Hugo.

Der Deutsche Verein and Le Cercle Français have been organized to meet the requirements of students in advanced work. Students who have studied one year of each language are eligible to membership.

HISTORY OF ART.—MISS LUELLA E. KIEKHOEFER.

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture and Painting; description of some masterpieces in each, with brief sketches of famous artists. Text, Goodyear's “History of Art.” Two hours. Senior Year.

COMMERCIAL DEPARTMENT.—MISS DELPHA HENEGAR.

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Gregg System is used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Commercial Law.—A five-months course in Contracts, Negotiable Paper, Bailment, Partnership, Insurance, etc.

Typewriting.—Both Touch and Sight Methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, together with the Second Year Preparatory in English, will receive a certificate of proficiency.

Students finishing the entire course, Bookkeeping, Shorthand, Typewriting, and Commercial Law, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Accounts.

DEPARTMENT OF EXPRESSION.—MISS LENA M. DICKINSON.

The great aim is to develop the highest, strongest selfhood of which the pupil is capable. The whole body should be trained for the expression of character. Expression stands for the highest culture and refinement. It is through bringing the mind in close contact with the noble thoughts of master minds that one appreciates the best in Literature and Art. Interpretation cultivates the imagination, takes away reserve, develops and refines the whole being. The voice receives



MAY-POLE SCENE.



CROWNING OF MAY QUEEN.

Queen, Miss Bess Calbert, Warsaw, Mo.

Maid of Honor, Miss Lillian Horsbrugh, Amarillo, Texas.

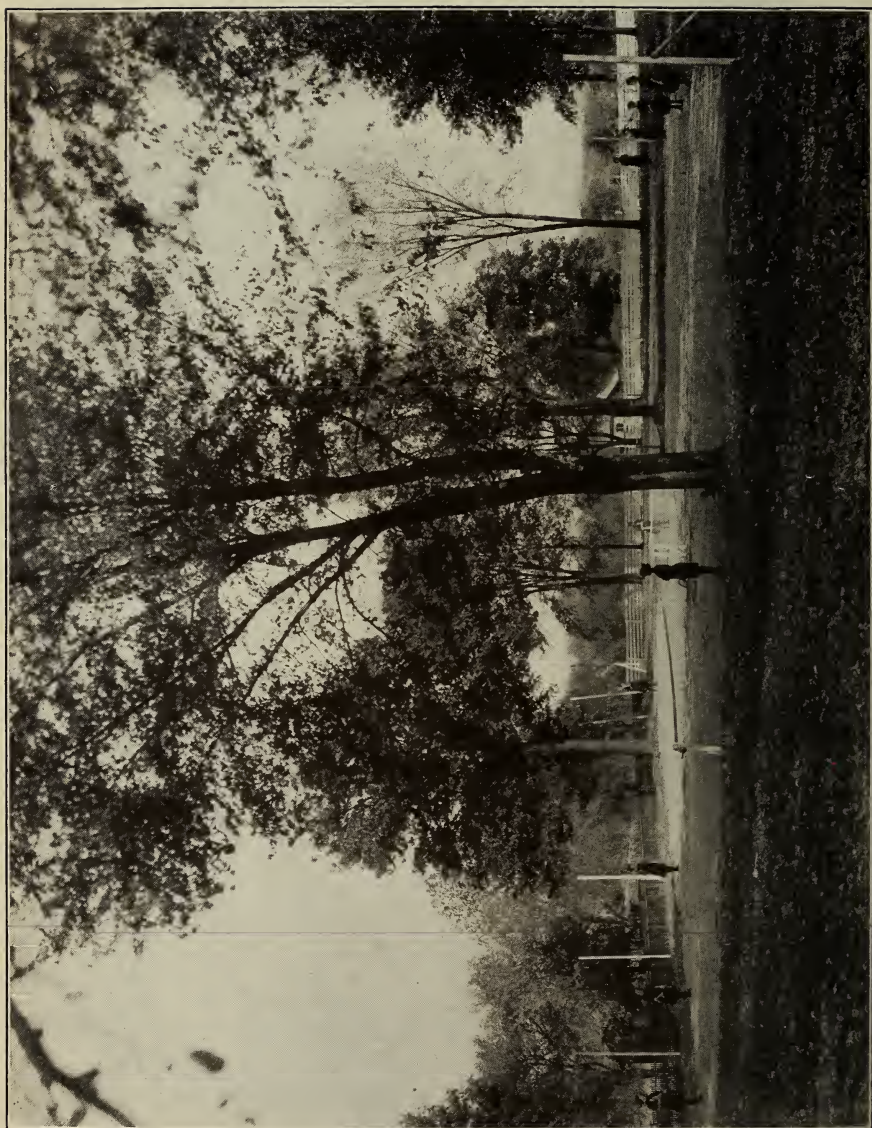
Flower Girl, Miss Helen Million, Mexico, Mo.



GYMNASIUM GIRLS ON CAMPUS.



BASKET-BALL.



the most careful training. As the voice is the natural reporter of the individual, we wish to remove its limitations and develop and improve it so that it can best express us.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY.

First Year.—INDIVIDUAL WORK: Emerson's "Evolution of Expression," Volumes I. and II.; Physical Culture; training of the voice, which includes cultivation of resonance, articulation and pronunciation; structure of the breathing apparatus discussed, and systematic exercises for the development of breath control; character delineations.

Second Year.—INDIVIDUAL WORK. "Evolution of Expression," Volumes III. and IV.; Physical Culture; training of the voice; elementary gesture; interpretative and expressive reading; a critical study of the Trial Scene in "The Merchant of Venice"; class and public recitals.

Third or Senior Year.—INDIVIDUAL WORK: "Perfective Laws of Art," Volumes I. and III.; advanced training in dramatic and imaginative literature; scenes from "Hamlet"; Browning and Tennyson; study and vocal interpretation of characteristic poems; class and public recitals.

Class Expression.—The practical value for young women of the thorough course which is offered in Class Expression can hardly be overestimated. The need of this work is very great. There are few students who can read intelligently.

The pupil is taught how to extract thought from the printed page. The work helps pupils who are self-conscious to become less so and teaches them to rely upon themselves. It helps the pupil to realize what power she has stored up in herself.

The Dramatic Club meets once a week. This gives the student an opportunity to present her work before the members of the club. Several plays are presented during the year which affords special opportunities for pupils in this department.

Candidates for graduation must complete this entire course, the English work of the regular college curriculum through the Fourth Year Preparatory and one year of French (see page 48). Texts, "Evolution of Expression," and "Perfective Laws of Art," Charles Wesley Emerson.

PHYSICAL TRAINING.—MISS LENA M. DICKINSON.

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition; hence an essential to the best mental effort. The course covers a series of developing and corrective exercises; exercises for health, control, freedom, grace and poise. Much attention is given to correct method of standing and walking and deep breathing; to the training of the power of co-ordination and sense of rhythm to gain results in grace, ease of movement, and self-reliance. Exercises in dumb-bells, wands, Indian clubs, poles and rubber balls are used, together with free developing

exercises, fancy steps, and gymnastic games. 'Cross-country walks, basket-ball, hockey, girls' base-ball and tennis afford incentives for outdoor exercise and recreation.

ROUND TABLE.—MRS. J. W. MILLION, Conductor.

The Round Table meets once a week for reading and informal talks upon subjects of interest and value to women. The topics studied during 1910-11 have been as follows:

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and æsthetics governing it.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

First Aid to the Injured.—What to do in many emergencies before the physician arrives.

Also the following topics:

1. *What Are You Worth*.—To your home, to the community, to the race?

2. *Cultivation of Self*.—Mind, body, spirit. The highest education, an harmonious development of the tri-being.

3. *Food*.—Its use and abuse.

4. *Exercise*.

5. *Breathing*.—Importance of correct breathing.

6. *Sleep*.

7. *Bathing*.

8. *Moral Thinking*.—How do you live in your thought world?

9. *Friendship*.—Between boys and girls; between girls; the value of noble companionship.

10. *Love*.—What is it? The immeasurable difference between love and infatuation.

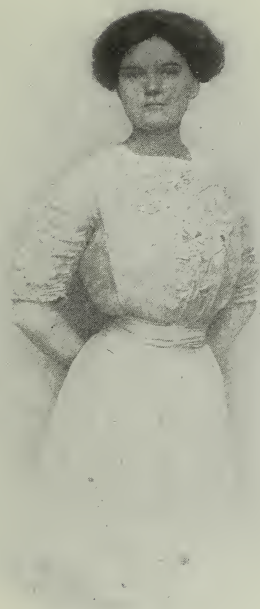
11. *Engagements*.—Sacredness of such relationship. A time for preparation for what?

ART DEPARTMENT.—MISS ELIZABETH PARKER.

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artistic material as is necessary for art work.

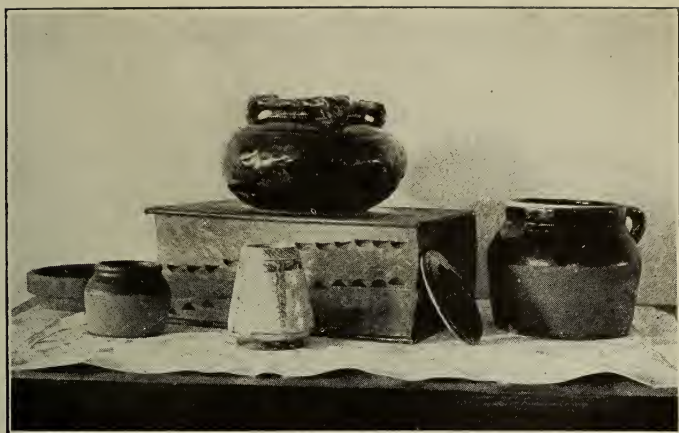
The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

An Art Club will be organized for those interested in what is being done in the world of Art at the present time. Special study will be given to the following periods and subjects: The Phidian Period



DOROTHY HOLMES, MEXICO, MO.,
Graduate in Art, and Specimen of Her Work.
On Next Page.





POTTERY AND CHINA SPECIMENS.



CAMPUS SCENE.

of Greek Art; Modern Masters of Sculpture; The Early Renaissance; St. Peter's Cathedral; The Madonna in Art; The Masters of Portraiture; The Barbizon School; The Pre-Raphaelite Brotherhood; Japanese Art; American Art; Women in Art; Art in Our Public Schools. The best Art journals will be at the disposal of the Club and will be reviewed and discussed freely by the members.

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back if her work warrants promotion. A diploma will be awarded those completing the full Art Course. The Arts and Crafts Course and second year China are not required and cannot be substituted for required work. Art History and Third Year Preparatory English are included in the required work.

OUTLINE OF COURSES.

1. *First Year Drawing.*—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from Nature; flat washes in water colors; modeling in clay and wax; perspective.

Inasmuch as Drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses, and the training obtained is equally valuable to the future portrait-painter, designer, and illustrator.

2. *Advanced Drawing.*—Drawing from casts of heads, busts, still life, life in charcoal, pencil, pen and ink; drawing from draped life models; advanced modeling; outdoor sketching; composition.

3. *Painting.*—Simple studies in still life, with oil, water colors and pastels as mediums. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition.

4. *Advanced Painting.*—Painting in oil from life, nature, still life; portrait study in the Life Class; tapestry; composition; perspective; Art History.

Students completing the above four courses, the Third Year in Preparatory English and one year in China Decoration will receive the full diploma in Art.

5. China Decoration.—

First Year.—Principles of China Decoration; adaptation of conventional designs; naturalistic designs copied.

Second Year.—Original designs; enamels and lusters.

The department owns and uses for firing china a large No. 7 Special Revelation Kiln.

6. *Arts and Crafts.*—Practical designing; house decoration; basketry; wood block printing; stenciling; wood staining and varnishing; pottery, throwing on the wheel and hand modeling; brass and leathercraft.

Students who complete the work in China Painting or Arts and Crafts only will receive not a diploma, but a certificate of proficiency. This course includes one year of Drawing and two years of China, with talks on Ceramic Art and Design by Miss Parker, and the Third Year Preparatory in English; or one year of Drawing, the Arts and Crafts Course, and the Third Year Preparatory in English.

Leathercraft is a new departure in the world of Art that presents infinite possibilities for both usefulness and decorative treatment and design. It appeals to the craftsman for its durability, richness in texture and color, and its responsiveness to his handling. The opportunities for original design and execution are unlimited, and the pleasure and satisfaction this work has given during the past year will prove to the art lover that leathercraft has come to stay. It is no fad, but undoubtedly belongs to the higher arts when carried out in an artistic and scientific manner. Automobile and shopping bags, leather screens, table mats, purses and other useful articles have been recently executed by the pupils of the Art Department.

A student may enter any of the above courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

DOMESTIC ART AND SCIENCE.

MISS MABEL ELSIE EATON.

The courses in this department are so arranged that regular students may carry the work successfully together with the work in the College Department.

SEWING.—The course of instruction is so arranged as to be adapted to the needs of a beginner and is designed to give a comprehensive knowledge of the scientific principles of dressmaking. This is a practical course on a subject with which every young woman should be acquainted. It is an opportunity for a young lady desiring knowledge of sewing to obtain it under favorable conditions where she is actually taught to sew. Starting with mending and darning, the pupil is gradually taught plain sewing, drafting and designing, according to the progress made and adaptability of the student. The work will be found to be thorough, teaching the theory and giving actual practice and drills in sewing. *All materials are bought by pupils.* The system used for cutting and fitting costs \$3.50. Lessons, one course of ten, \$5.00; two courses, \$10.00; three courses, \$15.00.

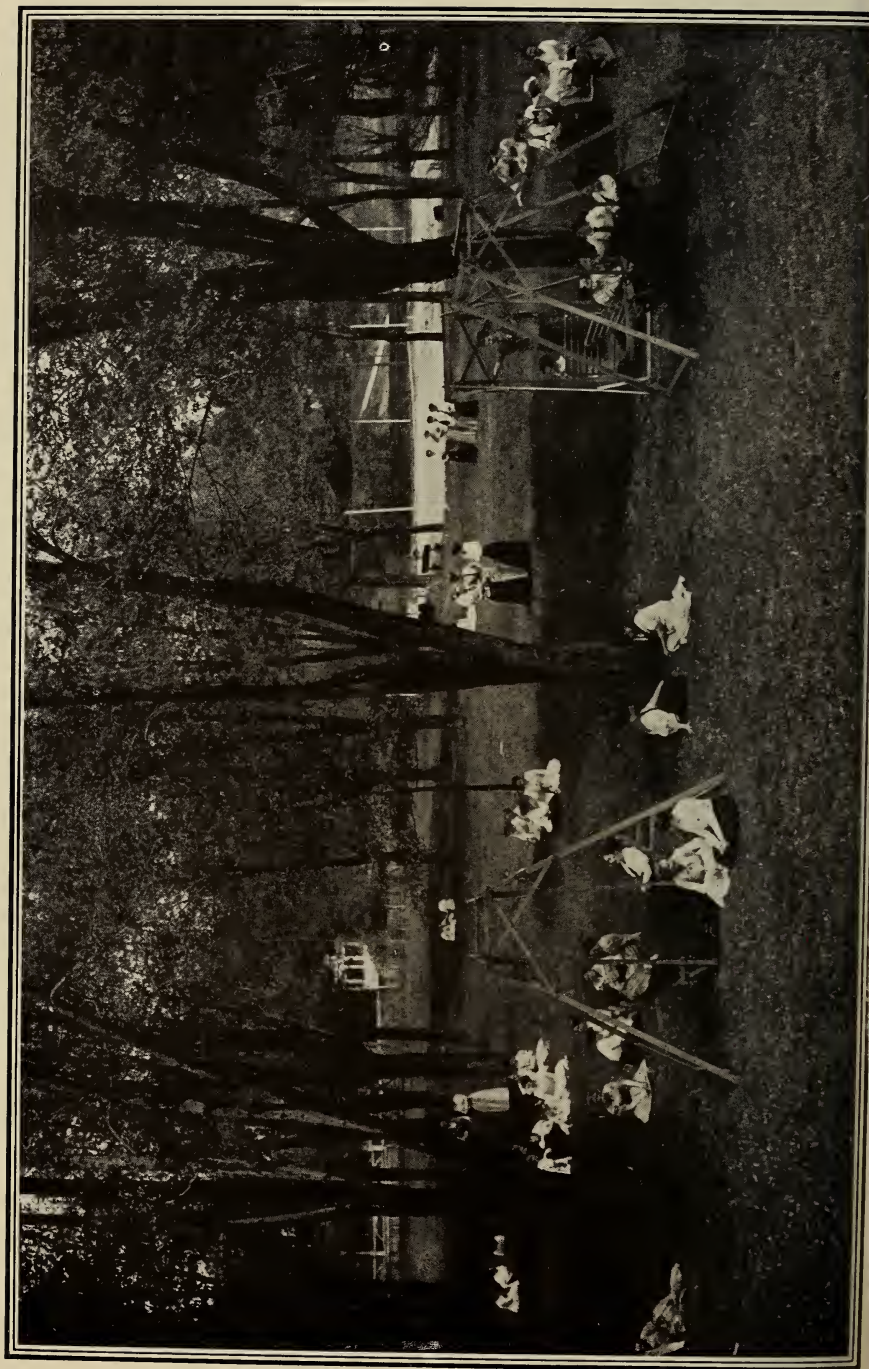
COOKING.—Cooking as a Science, Practical Cooking, Plain and Fancy Cooking, the Chemistry of Cooking, the Elements of Food, its use in the body and its proper preparation, all receive attention in these classes.

Especial attention is given to the dainty serving of food—dinners and luncheons. The etiquette of courses is taught practically in each course of lessons. One of the main features will be to teach the pupil to waste nothing. Therein lies the success of the French cooks, who are known to be the best and most economical in the world.



COOKING SCHOOL—TABLE LAID FOR FIVE-COURSE LUNCHEON.
MENU.

- First Course—Fruit Cocktail.
Second Course—Lamb Chops, Tomato Sauce, Creamed Potatoes,
Asparagus on Toast.
Third Course—Shrimp Salad, Saratoga Flakes.
Fourth Course—Strawberry Sherbet, Devil's Food Cake.
Fifth Course—Cafe Noir.



CAMPUS SCENE.

The cost is so little and the time so short, compared with the value of the knowledge to be gained, that no young lady should fail to use the opportunity afforded. The lessons are 50 cents each or \$5.00 for a course of ten lessons. Materials for a course of ten lessons will cost each pupil \$2.00. Each pupil takes one lesson each week, and these lessons are so arranged that they do not interfere with any other work in the school.

A course of lessons has been arranged in both Cooking and Sewing, extending through thirty weeks, one lesson per week. The pupil finishing either course will receive a certificate of proficiency (cost \$2.50). Each pupil expecting to take a course of lessons in Cooking should come provided with large white aprons and a white cap to wear when in the class-room.

DEGREES.

(Honors will not be conferred until all bills are paid.)

1. The degree of A.B. will be conferred upon students who complete any one of the three courses: Latin, Modern Language, Classical (pages 38-43).

2. The degree of B.L. will be conferred upon all students who complete the A.B. course through the Junior year.

Students who reach a standard of 90 per cent in examinations, combined with class grades during the year, are marked *distinguished* and their names published on Commencement Day.

ON GOVERNMENT.

For some years Hardin College has striven towards a larger measure of self-government in the student body, attention being devoted first to the Senior and Junior Classes. Progress towards self-government has not been rapid. Furthermore, it is not the purpose of the Faculty to turn over the control of the institution to the student body. It is our purpose to strive towards that harmonious balance in which there will be the minimum of surveillance on the part of the Faculty and the maximum of freedom possible on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church, or State. Rules and regulations in a school are to the school what laws are to a State; we want the fewest possible, and those rational.

REGULATIONS FOR BOARDING PUPILS.

Each pupil must bring one pair of blankets, one or two white counterpanes, two pairs of sheets, two pairs of pillow-cases (size of pillowslips, 18x36 inches), six towels, two sash curtains three feet in length, three or four table napkins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on); also umbrella, rain coat and rubbers, a hot-water bag and a bag for soiled clothes marked *with name in full, not initials*.

The uniform is the Oxford cap and gown, worn at church and on public occasions, not in classes nor in the building. The cap and gown are purchased after the student enters school. Each student's measure is taken here. By making a large order by freight, we save the student the express charges which would be made on the shipment of a single suit. The cost of cap and gown is \$8.50. For early fall and spring, the white linen (not lingerie) shirtwaist and black skirt or tailored white suit are used. At receptions the dress should be very simple. Each student must provide herself with some light, inexpensive waists or gown, to be worn at dinner and informal receptions. Elaborate and costly evening dresses for school girls are not in good taste.

Students are not to leave the College grounds without permission. Students whose names are on the "Honor Roll" from week to week are given special privileges.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by the written permission of the parents. They will receive company only in the College parlors and under no circumstances in their rooms. *When parents or other relatives visit the College, the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms, a charge of ten cents will be made.

In case of sickness of a serious nature, a charge for nursing will be made.

Parents desiring to make special requests for, or grant permissions to, their daughters, should write *directly to the Lady Principal*.

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, when practicable, at moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permissions will not suffice.

The Faculty insists upon the right to relinquish the charge of any pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is distributed by the management of the school. Letters or first-class packages are never opened. Objectionable postal cards will be returned to the postoffice or sent direct to parents or guardians.

Hardin wants as students only young ladies who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the student. They will be kindly but firmly enforced.

Two character references are required of all students applying for admission.

RULES FOR DAY STUDENTS.

Day students will sit in Study Hall when not in recitation.

They must go home when class work is finished.

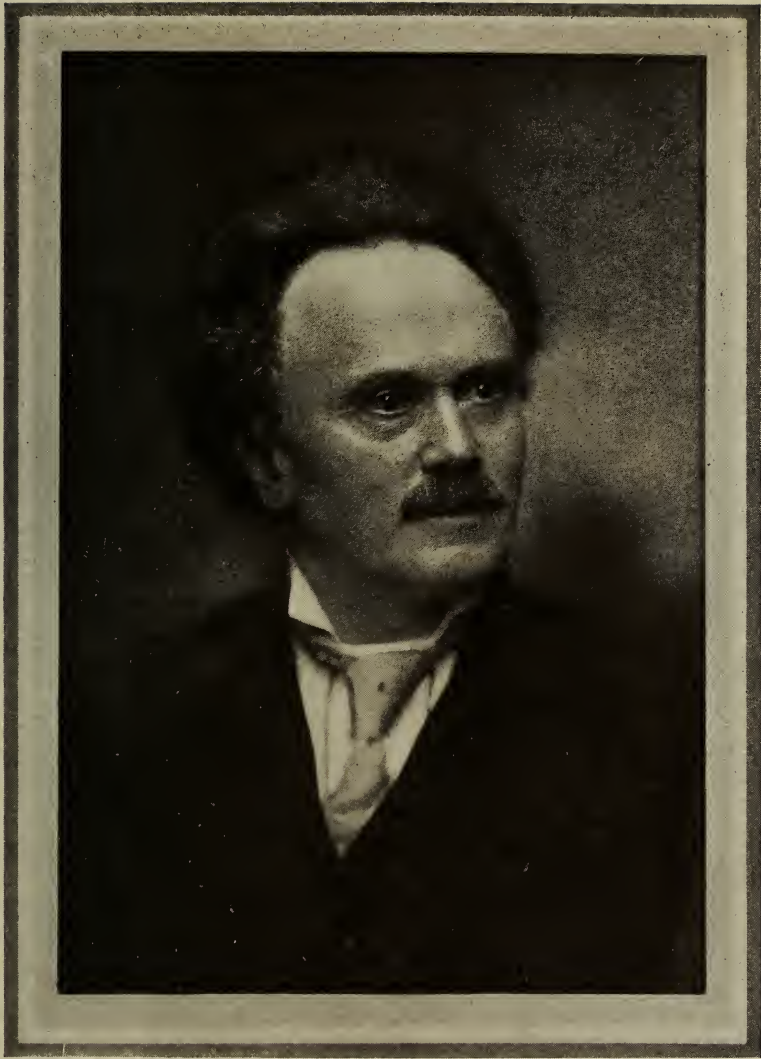
They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Lady Principal.

HARDIN
Conservatory of Music





PROFESSOR ARNOLD E. GUERNE,
Director of the Conservatory.



PIANO SENIORS.

Back Row, left to right.—Lillian Terry, Ennis, Texas; Florence Nettels, Topeka, Kansas; Ruth Wise, Bowling Green, Missouri.
 Middle Row, left to right.—Kathryn Smith, Clarksville, Missouri; Alice Witherspoon, Mexico, Missouri; India Hines, Sallisaw, Oklahoma; Ethel Sutton, Farber, Missouri; Lelia Winans, Mexico, Missouri; Beatrice Johnson, Moberly, Missouri.
 Front Row, left to right.—Margaret Irvine, Marshall, Missouri; Lena Bryarly, Mexico, Missouri; Claudia Covington, Coalgate, Oklahoma; Irene Skelton, Okmulgee, Oklahoma; Margaret Cunningham, Mexico, Missouri; Josephine Wallace, Mexico, Missouri; Frances Guthrie, Mexico, Missouri.

Hardin Conservatory of Music.

Chartered by the State, with Power to Confer Degrees
and Grant Diplomas.

PROFESSOR ARNOLD E. GUERNE, *Director.*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testified that the Faculty of this Conservatory holds it own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition, and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performances of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won great success as a teacher in Switzerland, Scotland, and America. The following short biographical sketch is simply a bare outline of a successful career:

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of the Conservatory and author of the well-known "Grand Pianoforte School"; organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory, Prof. Guerne had as fellow-students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne, (England), one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy, and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico, Mo., continuously in Hardin College with the exception of four years.



PROF. HENRIK GJERDRUM.

Full Conservatory Professor.

Prof. Gjerdrum, a native of Norway, was added to the Faculty of the Hardin Conservatory in September, 1910. He has therefore had one year's work with us. Prof. Gjerdrum has more than justified the confidence we placed in him a year ago. Although a young man, he has made an enviable record in Music. His scholastic record appears in the Faculty lists.

Concerning Prof. Gjerdrum's qualifications as a member of the Faculty in a school for young women, Miss Mary Goodrich Deem, of the Faculty of the State Normal School, Valley City, North Dakota, states: Prof. Gjerdrum has the thoroughness of the Norwegian. His technique is built upon a strong foundation. His recitals show astonishing results technically. He is altogether a fine, earnest, hard-working teacher. He does not pose as an artist, has no professional jealousy, but takes great pride in his pupils. He is certainly trustworthy and morally sound. He has unusual poise and dignity."

MISS JANE LAWRENCE.

Full Conservatory Professor.

After finishing the Junior Course at the University of the Pacific Conservatory, Miss Lawrence studied at the State Academy of Idaho, and taught privately for a year or two. She was a student at McMinville Conservatory of Music, McMinville, Oregon, until she graduated, in 1908; then a teacher in the same school for one year. She has had large private classes in San José, Cal., and Pocatello, Idaho, for some years. Later she studied under Allen Spencer; then with Miss Robyn at the American Conservatory, Chicago, in 1910-11.

MISS ELIZABETH LAWSON.

Full Conservatory Professor.

Miss Lawson studied three years in Hardin College, graduating in Piano in 1905, and doing post-graduate work in same in 1905-06. The winter of 1906-07 she spent in St. Louis, doing private teaching and studying with Mr. E. R. Kroeger, appearing in both his semi-annual recitals of that year. She did private teaching in Senath, Mo., the year of 1907-08, and has taught in Hardin College since 1908.

MISS RUTH COVINGTON.

Almost a beginner when she became a pupil of Prof. Guerne, Miss Ruth Covington studied under him for five consecutive years, graduating in 1909 at the head of her class. Throughout her course Miss Covington proved herself a bright, earnest, and most conscientious student. After two years of private teaching, she returned in 1910-11, to take a post-graduate course under Prof. Guerne. Her recital at the close of the school year proved her possessed of a brilliant and unexceptionally clear technique, as well as of a good musical understanding, and was pronounced one of the very best students' recitals ever given at Hardin.

PIANOFORTE.—COURSE OF STUDY.

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation in piano-playing being illusory without a full "command over the means of expression," and

this constituting the "Art of Touch," we aim to develop in our students such mental and muscular habits as will lead them to the proper fulfillment of the laws of touch. In this we base our teaching on the results of the masterly analysis by Tobias Matthay, as presented in his book, "The Art of Touch," heralded by highest critics as making an epoch in musical pedagogics, and on Dr. Steinhausen's work, "The Physiological Mistakes in Pianoforte-Playing and How to Correct Them," acknowledged to be the most important work on technique from the physiological point of view that has appeared up to the present date.

While demonstrating how variety in "Touch Methods" forms the very foundation in pianoforte-playing, Matthay advises us to "beware of method-mania, that bane of so many educational systems; that pandering to automaticity, laziness, and lack of initiative on the part of teachers—closing their ears and minds to all outside impressions which are contrary to the ones they expect, and hence failing to perceive that the really great artist does not exhibit any one method of tone-production, but that he, on the contrary, employs all kinds of tone-production, kaleidoscopic in the constant though subtle variety of their contrasts." "Rigid methods are all very well for the rough-and-ready education required in the drill-room of a barracks, but they should have no place in any educational system that purposes to impart anything in connection with Art."

"The only good system is that which adapts the course of teaching to the individual needs of each and every particular student. All have eventually to learn the same things, but the order and the ways employed must depend almost entirely on individual needs."

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist"; Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reincke, Kohler, Krause, Gurlitt, Lichner, Rhode and others.

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rhythme des doigts"; Oscar Beringer's "Daily Practice") throughout the course. "Exercises in Muscular Discrimination" on the basis of Matthay's work, "The Art of Touch"; Czerny-Germer, Selected Studies, Volume I., Kohler, Studies, Op. 50, 256; Sonatinos, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny Germer. Selected Studies from Op. 299 (School of Velocity), Op. 834, 139, 355 (Polyrhythmic Studies and

Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier compositions (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bülow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two- and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding; Bendel, Raff, Rheinberger, Tschaikowsky, Moszkowski and others.

Senior Year.—Clementi-Lebert, "Gradus ad Parnassum"; Moscheles, Op. 70; Kullak, School of Octaves; MacDowell, Op. 46; Selections from Henselt, Op. 2, Chopin, Op. 10 and 15, Bach, "Wohltemperirtes Clavier"; Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xaver and Philip Scharwenka, Saint-Saëns, Debussy, Rich. Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Post-Graduate Course.—Tausig, Daily Studies; Philipp's School of Octave Playing; Etudes by Chopin, Rubinstein, Liszt, MacDowell, Moszkowski, etc.; Bach, "Wohltemperirtes Clavier"; Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubinstein, Brahms, Liszt, etc.

Advanced Harmony, Counterpoint, Musical Forms.

In regard to the amount of time to be spent at the piano, we lay stress on GOOD, rather than LONG practice. As emphasized by Leschetizky as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

1. An absolutely clear comprehension of the principal points to be studied in the music at hand.
2. A clear perception of where the difficulties lie, and
3. A clear understanding of the way in which to overcome those difficulties.

PROFICIENCIES AND DIPLOMAS IN PIANO.

Candidates for the Certificate of Proficiency must have completed the following work: The course in Piano through the Junior year, one year in Harmony in this Conservatory, and the second year in College Preparatory English in the Literary Course.

Securing proficiency in Piano, Voice, or Violin does not guarantee that the student will graduate with one more year's work. It simply means that the student has attained such a degree of proficiency that, with another year of full, average work, carrying what is designated below and making up any conditions that may be imposed, she will graduate.

Candidates for graduation must do an additional year's work in Piano and Harmony, one year in History of Music, and take the third year in College Preparatory English, and give a recital, the program of which must be of the Senior Course standard. In all but very exceptional cases, students already advanced when entering Hardin will be required to spend two full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano.

VOICE CULTURE.

Mrs. Adam graduated as a very young girl at the Illinois Conservatory of Music, after which she went to Europe, remaining there in uninterrupted study for three years. Mrs. Adam made successful appearances in concert, recital, and oratorio at Dresden, Germany. She has also sung successfully in concert and oratorio in New York, Pittsburg, Minneapolis, St. Paul, Canton, Ohio, and other cities. She was for five years solo soprano of the famous quartette of the old Third Presbyterian Church, Pittsburg, at a salary of \$1,000 per year, resigning that position to go abroad for a fourth year of study and coaching. She has taught successfully at the various schools mentioned in the Faculty pages of the catalogue. Her work since coming to Hardin in 1907 has been an unqualified success.

Mrs. Adam knows the field of Vocal Music. She has sound principles of pedagogy. She does not train her students on a limited number of pieces for show purposes. Students are taught for growth and development. Education in Voice is a growth, just the same as in any other line of intellectual effort. This is Mrs. Adam's policy. As an evidence of Mrs. Adam's ability, the Department of Voice has increased very greatly in numbers since she took charge of it.

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual); Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1. Part I.; Concone, fifty lessons; Vaccai; Musical History (one year); Songs for Phrasing and Enunciation.

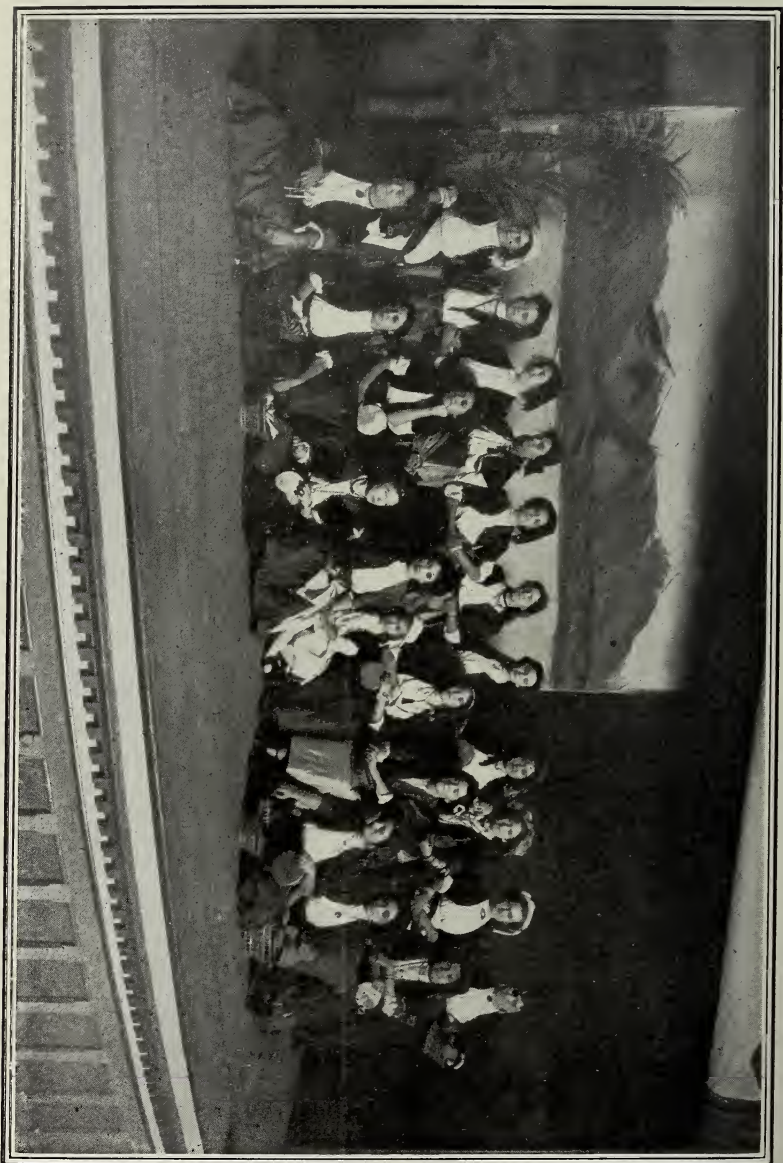


MRS. MAY BEESLEY ADAM,
Head of Voice Department.



VOICE SENIORS.

Left to right,—Virginia Lawson, Senath, Mo.; Ella Threlkeld, Mexico, Mo.; Gertrude Gough, Abilene, Kans.;
Mary Garrett, Mexico, Mo.



GYPSY CHORUS.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. 1, Part II.; Panofka, Op. 81, Part I.; Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi, Op. 3; Marchesi Etudes, Op. 14, 18; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French, and Italian Schools; History of Music (one year); German or French (one year); the third year in College Preparatory English; and one year in Sight-singing and Ear-training.

VOICE, SIGHT-SINGING, AND EAR-TRAINING.

MISS JESSIE FRANCES GUPTON.

Miss Gupton is a pupil of Mrs. Adam, having graduated from the Voice Department of Hardin College Conservatory of Music as a member of the Class of 1909. During the season of 1909-10 she completed a post-graduate course and in 1910-11 took an additional year of post-graduate work with Mrs. Adam, thus finishing a four-years course in Voice with a fine record. Miss Gupton has a high soprano voice of unusual compass and brilliancy. She comes to Hardin with two years' experience in teaching, having carried a fair-sized class with marked success in her home city during the past two years. Her course in Sight-singing and Ear-training has been thorough, embracing also the regular course in Public School Work. She finished the work in Sight-singing as required for graduation in the Voice Department at Hardin College, and in addition has had a post-graduate course under the Silver-Burdetts at Chicago.

PROFICIENCIES AND DIPLOMAS IN VOICE.

Students completing the second year, as laid down on pages 83-87, including Harmony one year and second year College Preparatory English, will be awarded a Certificate of Proficiency in Voice.

Candidates for graduation in Voice must have completed one year in Harmony, one year in History of Music, one year in either French or German, the third year in College Preparatory English, the second year's work in Piano; be able to play accompaniments well; read Vocal Music at sight; and acquit themselves creditably in public recitals. The completion

of this work, a three-years course (two years of which must be in this Conservatory, except in very exceptional cases), entitles the student to a Diploma in Voice.

Post-Graduate Class.—Advanced Voice Training; Voice Repertoire. Students in this Class must complete also the third year (Junior work) in Piano.

THE ORGAN.

COURSE OF STUDY.

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas, by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the Modern School of Organ-Playing, represented by Guilmant, Widor, Saint-Saëns, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual Organ, twenty-four stops, built by Hook & Hastings of Boston. The Organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost, \$3,500.

THE VIOLIN.

MISS SUSAN A. WEBB.

Grade I.—Hohmann, Bk. I. Wohlfahrt, Op. 45, Bk. I. Grün, Selected Studies, Bk. I. Kayser, Op. 20, Bk. I. Gruenberg, Scales and Chords, Bk. I.

Grade II.—De Beriot, Vol. I. (Positions.) Wohlfahrt, Op. 74, Bk. II. Kayser, Op. 20, Bks. II. and III. Mazas, Etudes Spéciales. Schradieck, Scale Studies.

Grade III.—Schradieck, Technical Studies. Hermann, 25 Studies in Double Stops, Bk. I. Kreutzer, 40 Etudes. Gruenberg, Scales and Chords, Bk. II.

Grade IV.—Fiorillo, 36 Caprices. Schradieck, Chord Studies. Concertos by Rode and Viotti.



MISS SUSAN A. WEBB.



ROOM.



ROOM.

Grade V.—Rode, 24 Caprices. Selections from Bach Sonatas.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

PROFICIENCIES AND DIPLOMAS IN VIOLIN.

Students who complete the fourth grade in Violin, one year of Harmony and the second year in College Preparatory English will be given a Certificate of Proficiency in Violin.

Candidates for graduation in Violin must complete the five grades of the Violin Course, two years of Harmony, one year of Musical History, the third year in College Preparatory English, and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

HARMONY.

PROFESSOR GUERNE and MISS SUSAN A. WEBB.

Junior Year.—Primary work in Intervals; Scale and Chord Construction; original work in Melody Writing; Two- and Four-part Harmony Writing, with study of Triads, Chords of the 7th and 9th, as far as Open Harmony. Text, G. W. Chadwick "Harmony, a Course of Study."

Second Year.—First Semester: Progression of Dissonant Chords; Modulation; Melody Writing.

Second Semester: Musical Analysis; Form; Counterpoint, Strict and Free; Five Species, two and three parts.

MUSICAL HISTORY.

MISS JESSIE FRANCES GUPTON.

Text-book: Baltzell, together with Hamilton's "Outline of History."

CONCERTS AND RECITALS.

In order that the Conservatory students may have opportunity to increase their knowledge of Music and Musical Literature, frequent Concerts and Recitals are given in the Concert Hall by the advanced students and by members of the Faculty.

The great advantage to a student in Music of frequently attending and participating in such Concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such Concerts. Recitals by leading artists can be had at the cost of about one dollar (\$1.00) per student for each Recital.

IN SELECTING A SCHOOL,

inquire carefully concerning the training of those who are to have charge of your daughter's mental and moral development.

THE FACULTY.

In the Faculty are representatives of the following celebrated institutions of learning:

University of Chicago, University of Michigan, University of Missouri, University of Illinois, University of Pennsylvania, Johns Hopkins University, University of Berlin, Bryn Mawr, Northwestern University, William Jewell College, the Royal Conservatories at Berlin, Leipzig, Stuttgart, Dresden, Germany, and other seats of learning in Europe and America.

SOME SPECIAL ADVANTAGES OFFERED AT HARDIN.

1. All Departments are in charge of Instructors who have spent many years in training for their life-work.
2. The large number of teachers guarantee ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.
3. The College is not a private institution handicapped by debt.
4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

EXPENSES FOR THE SCHOLASTIC YEAR.

For shorter time, see paragraph, page 89, on Withdrawal.

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects; it embraces all studies not found under the head "Extra Branches," below. Students taking "mixed" or "special courses"—that is, part Literary and part Music, Art, Expression, or other Extra Branches, must exercise great care in making up courses.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE.

One Literary Study.....	\$20.00
Two Literary Studies.....	40.00
Three or more Literary Studies.....	60.00

BOARDING PUPILS.

Board, heat, light, laundry, as stated below, well furnished room, and full Collegiate (Literary) Course, per Scholastic Year.....\$285.00

Fifteen to twenty plain pieces per week allowed for washing. Collars, cuffs, shirtwaists, and fancy skirts are not included in the College laundry.

Boarding-pupils not taking the regular Literary Course will be charged \$225 the school year for board, room, heat, light, and plain laundry. In case only one or two literary branches are added, the charge will be \$20 for each branch. Four Literary Studies come at \$60. Literary Studies cannot be exchanged for additional piano practice or for other items.

The charges for "Extra Branches," or "Special Studies," are as follows:

Piano, Professor Arnold E. Guerne, Director, for advanced students, one-half year, \$60.00; whole year.....	\$100.00
Piano, Professor Henrik Gjerdrum, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawrence, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawson, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Covington, one-half year, \$35.00; whole year.....	60.00
Practice on Piano, one hour per day, per year.....	10.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Voice, individual, Mrs. Adam, half-year, \$50.00; year.....	\$ 90.00
Voice, individual, Miss Gupton, half-year, \$40.00; year.....	70.00
Vocal Music, sight-reading in class.....	10.00
Harmony, in class.....	20.00
History of Music.....	20.00
Pipe Organ, one-half year, \$60.00; whole year.....	100.00
Practice on Organ, two hours per week, per year.....	20.00
Violin, one-half year, \$35.00; whole year.....	60.00
Painting and Drawing, or either:	
One hour daily in studio, one-half year, \$25.00; whole year..	40.00
Two hours daily in studio (Regular Course), one-half year,	
\$40.00; whole year.....	70.00
Three hours daily in studio, one-half year, \$50.00; year.....	90.00
Sketch Class, per month, one lesson per week.....	1.00
Individual lessons, one-half hour, each.....	1.00
Expression, in class, two half-hour lessons per week.....	20.00
Expression, individual lessons, two half-hour lessons per week,	
one-half year, \$40.00; year.....	70.00
Gymnasium, class instruction, two halfhour lessons per week,	
half year, \$10.00; year.....	15.00
Typewriting (one semester), \$10.00; whole year.....	20.00
Stenography, half-hour lessons daily (one semester), \$20.00;	
whole year.	40.00
Commercial Course (Bookkeeping, Typewriting, use of machine	
one hour daily, Stenography, Commercial Law, English),	
one semester, \$50.00; one year.....	90.00
Bookkeeping, one year.....	30.00
Cooking Lessons course of ten weeks: one lesson per week, one	
course, \$5.00; two courses, \$10.00; three courses, \$15.00; ma-	
terials for each course, \$2.00.	
Sewing Lessons, course of ten weeks: one lesson per week, one	
course, \$5.00; two courses, \$10.00; three courses, \$15.00; cost	
of outfit, or "system," \$3.50. No materials furnished free by	
the School.	
Library fee, paid by all who take any literary work, or History	
of Music	2.50
Round Table Course, one year.....	10.00
Diploma.	10.00

☞ Unless otherwise stated, students enter for the entire school year. Three-fifths of the annual contract price is due and payable September 12, 1911, on entrance, and two-fifths January 15, 1912. All remittances should be by Bank Draft, Postoffice Money Order, or Express Money Order. Do not send private checks. Remittances should be made to John W. Million, President.

☞ All overdue accounts draw 6 per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, light, and plain laundry.

TO MINISTERS OF THE GOSPEL.

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS.

Young ladies who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition (\$60.00), provided the course selected, including board, room, etc., amounts at Catalogue rates to \$340.00 or more, not including the literary tuition. The student gets a \$400.00 course for \$340.00. This free literary tuition can be applied only to literary subjects.

WITHDRAWAL.

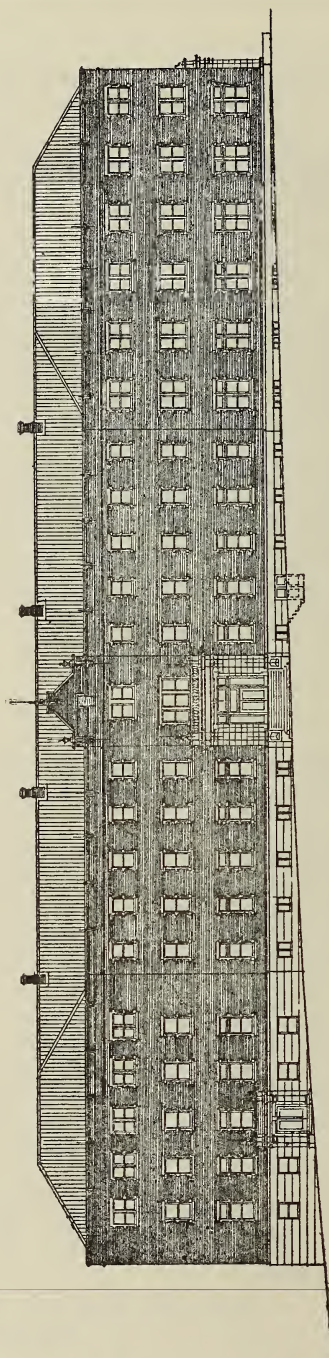
The following is an essential part of every contract:

☐ Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, plain laundry, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is, when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

The President will take pleasure in giving any information desired as to the College or the Conservatory. For further information, address,

JOHN W. MILLION, *President*,
Mexico, Missouri.



• WEST ELEVATION •
SCALE 1 IN. = 16 FT.

• PROPOSED GYMNASIUM & DORMITORY •
• HARDIN COLLEGE • MEXICO • MISSOURI •
• STEPHENS & PEARSON • ARCHITECTS • SAINT LOUIS •

Dimensions, 300 feet in length, 50 feet in width, three stories and basement. North wing, four stories, the first two of which are for the Gymnasium and will be 69 x 87 feet. Construction: brick, concrete and steel, therefore absolutely fireproof. Estimated cost, \$100,000.
In this building there will be administrative offices, parlors, spacious reception hall, segregated practice rooms, dormitory rooms, single and double, for 100 students, and besides the Gymnasium, a swimming tank, bowling alleys, etc.

HARDIN COLLEGE.

To Her Many Students, Friends, and Patrons, Past, Present, and Pros- pective, Greeting.

Herbert B. Adams, formerly Head Professor of History in Johns Hopkins University, once said in a History class of which the writer was a member: "When I am called on to make a contribution to a small college in the Mississippi Valley I always give something, if only a small amount: That is a growing, developing section. In time some of those schools will occupy places similar to those now occupied by Princeton, Yale, and Harvard in the East." Could truer insight be shown? And what is true of the schools in the West for men, which Professor Adams had in mind, is also true of the small co-educational schools and of the schools for young women.

Every State in the Mississippi Valley will sustain an enormous population, much greater than an equal area in New England or anywhere east of the Alleghanies. The prospect imperatively demands the building of schools—State, private, denominational, all kinds—and that they be well built.

We do not want to appear prejudiced, sectional, provincial, arrayed against the East in crying aloud for our own schools. A school, a real school, one of reasonably ample proportions and reasonably well equipped with desirable living-rooms (in case of a school for young women), with competent Faculty, with suitable libraries, laboratories, physical culture apparatus, and campus, is a cosmopolitan affair in itself. Its thought-realm is the thought-realm of the whole world to-day and of all ages.

As our school system is now developing there is a place in it for the small college—the college, say, with \$25,000 to \$50,000 annual income for Faculty, library, and laboratory purposes. Schools with smaller incomes will find it progressively harder to secure attention and attendance.

For the small college, as indicated above, there is without doubt a great place in our school system as now developing. We make this statement upon the authority of such men as President Edmund James James, of the University of Illinois, President Harry Pratt Judson, of the University of Chicago, and President Benjamin Ide Wheeler, of the University of California.

With the addition of the proposed new building, exhibited on the opposite page, and the addition of \$25,000 to the Endowment Fund (now \$83,000), Hardin College will easily come within the limits of the small college sufficiently large and sufficiently well equipped to justify its existence. The justification of its existence means that there would be no longer any doubt as to its ability to do full junior college work.

Mexico, Mo.,

June 1, 1911.

JOHN W. MILLION,

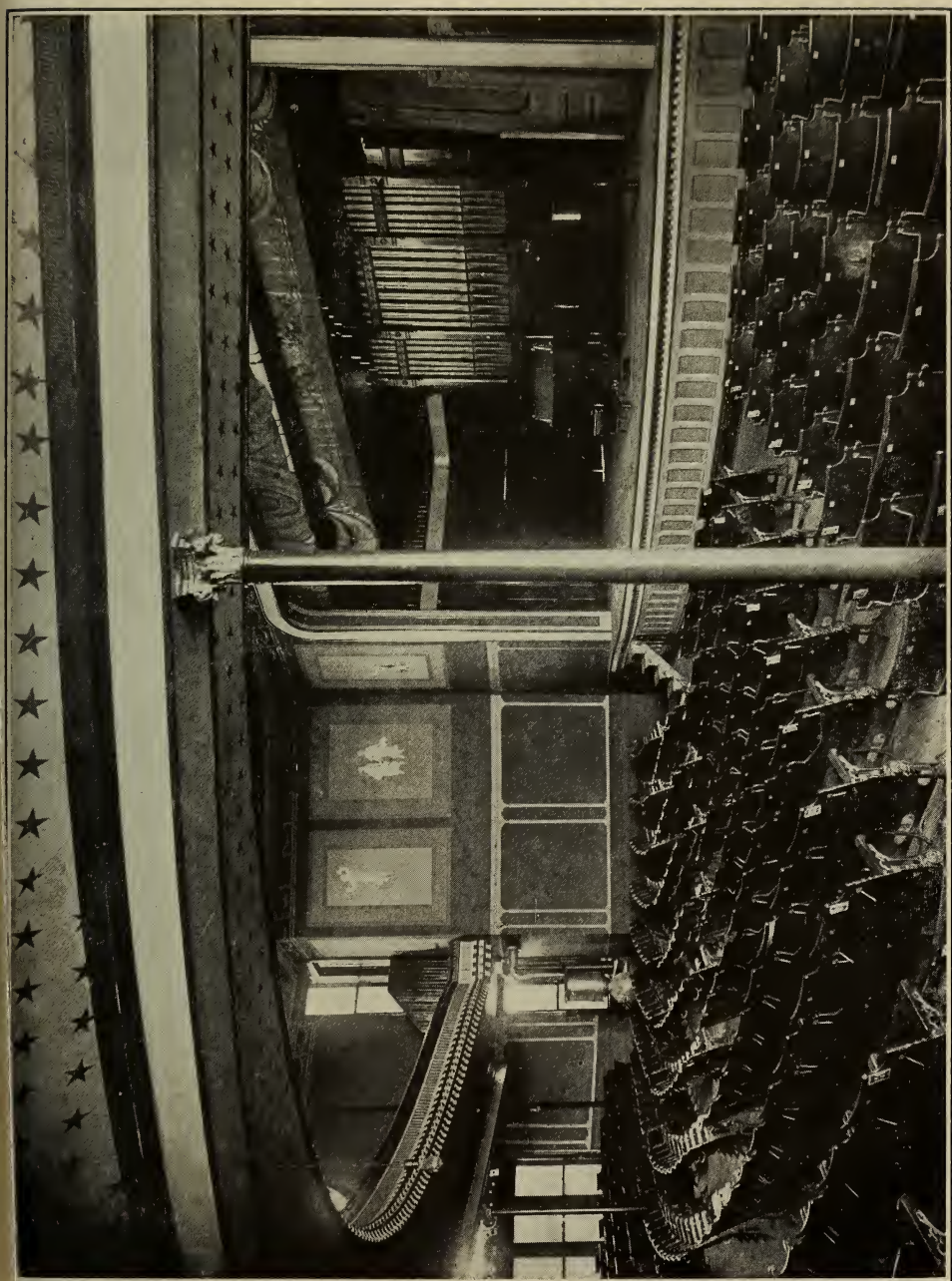
President

\$100,000 Needed for Buildings.

The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be a heating plant, a gymnasium, a dining-room, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment Fund. Steps are being taken to secure gifts for both buildings and endowment.

FORMS OF BEQUEST.

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum of dollars, to be appropriated by the Trustees for additional buildings or endowment in such manner as they may decide."



THE AUDITORIUM.



MISSOURI MILITARY ACADEMY, MEXICO, MO.

MISSOURI MILITARY ACADEMY

MEXICO, MISSOURI.

A select and thorough Classical, Scientific, Commercial, and Military Boarding School. A good teacher to every ten or twelve boys. Special attention given to each Cadet in his studies and daily life. Guarantees to turn out no failures.

The School Home is delightful, with new buildings and modern improvements; beautiful, healthful, and refined surroundings. There is no better place for nice boys of manly hopes and laudable ambitions. Others are advised not to apply.

"Let another man praise thee, and not thine own mouth."—*Proverbs, 27:2.*

"The Missouri Military Academy, with an academic staff of so able, accomplished, and experienced educators, is an ample guarantee of success."—EX-SENATOR F. M. COCKRELL.

"No boy ever took a course in Colonel Fonville's school without being made better, more manly, and more useful."—S. B. FOSTER, *Superintendent Schools, Bonham, Texas.*

"If I had forty boys, I would send them all to Missouri Military Academy."—JOHN LOTZ, Ironton, Mo.

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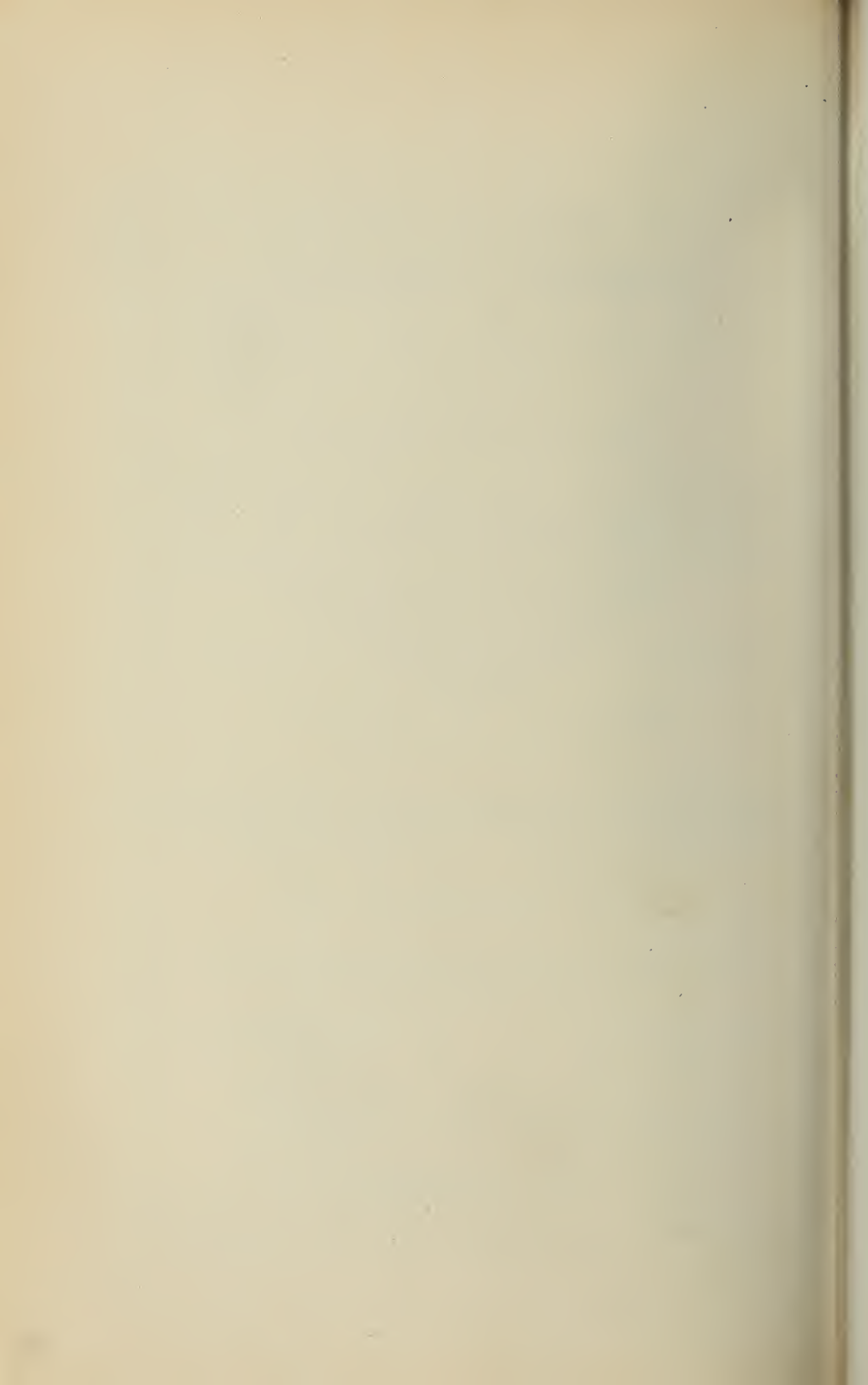
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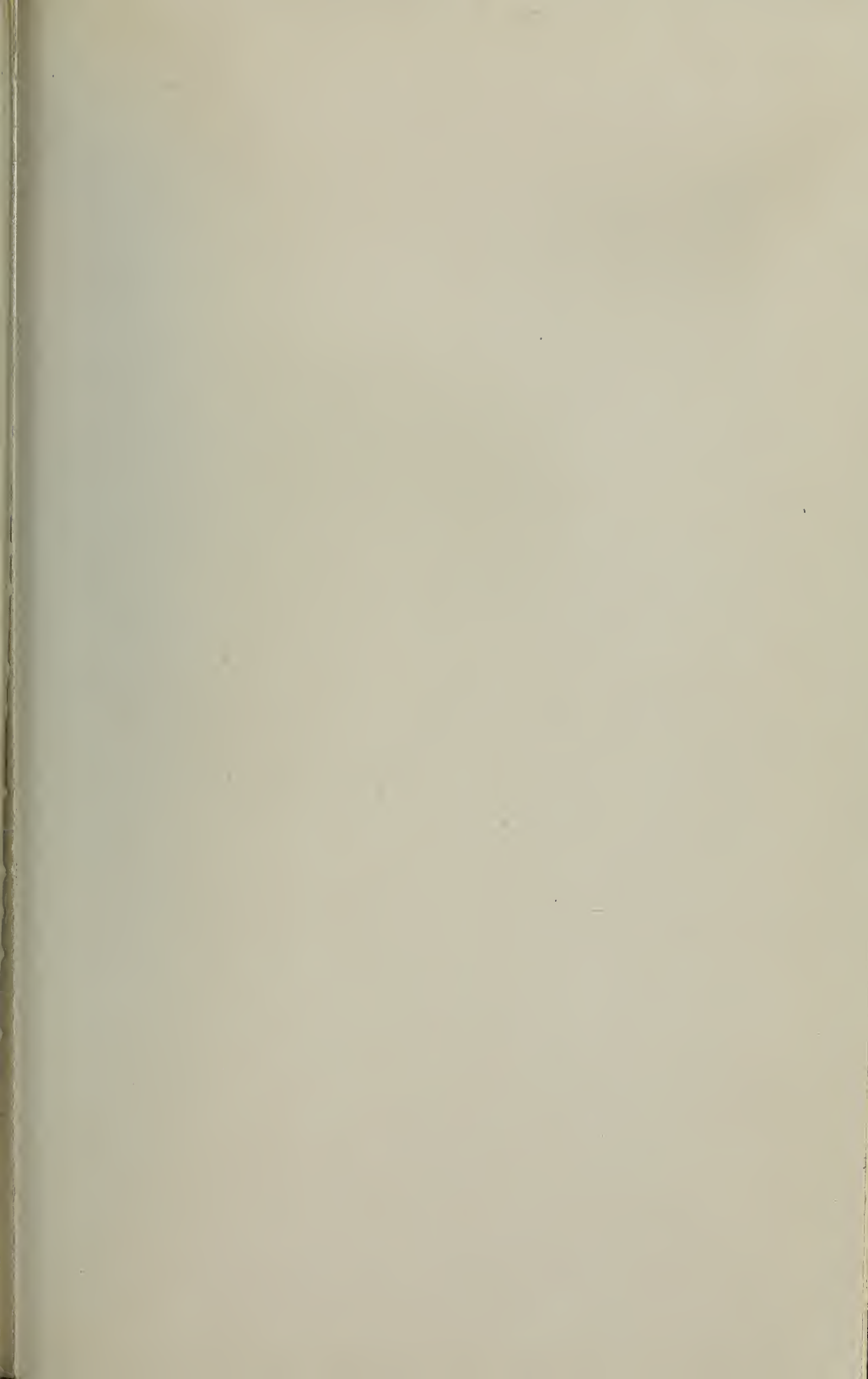
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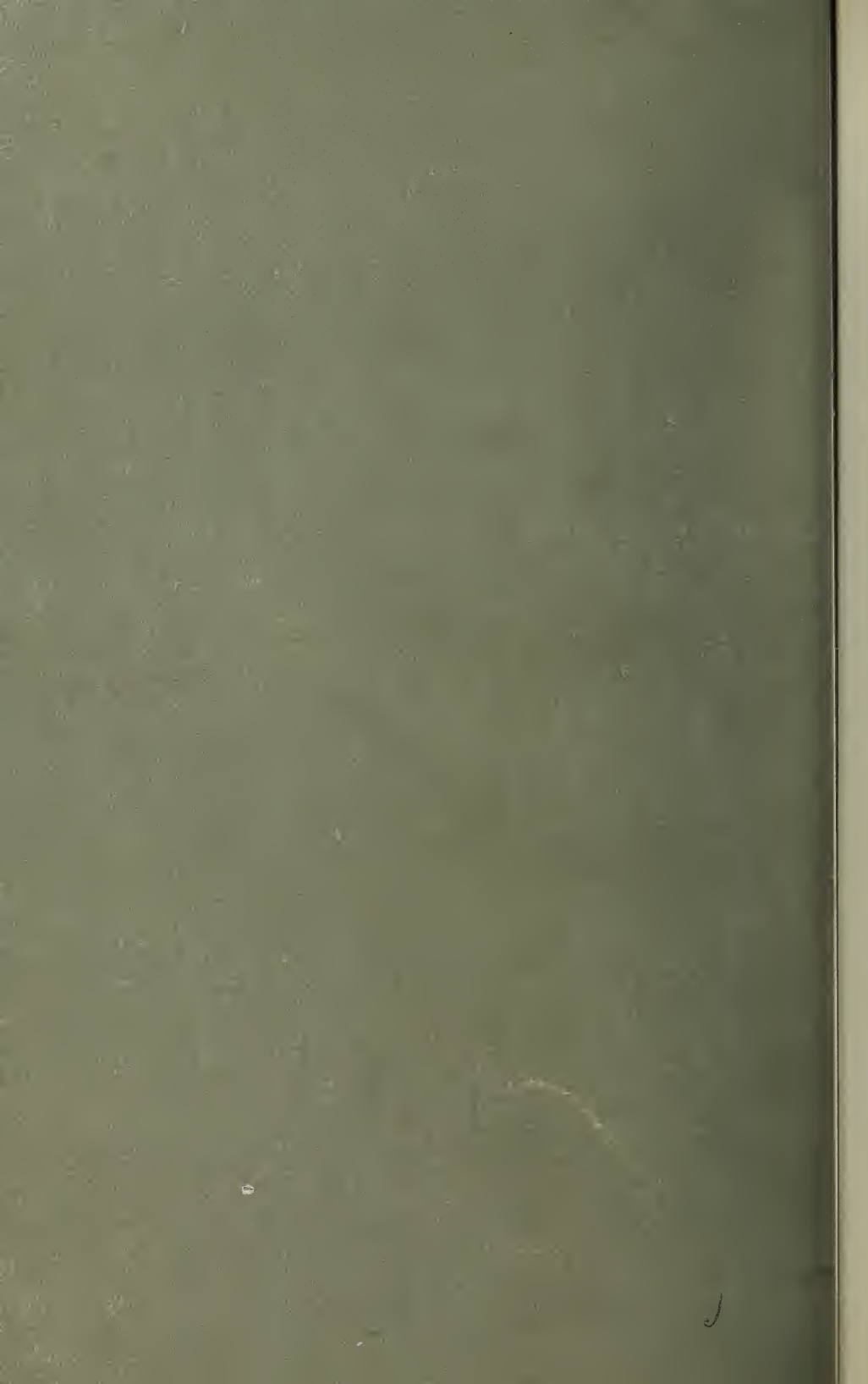
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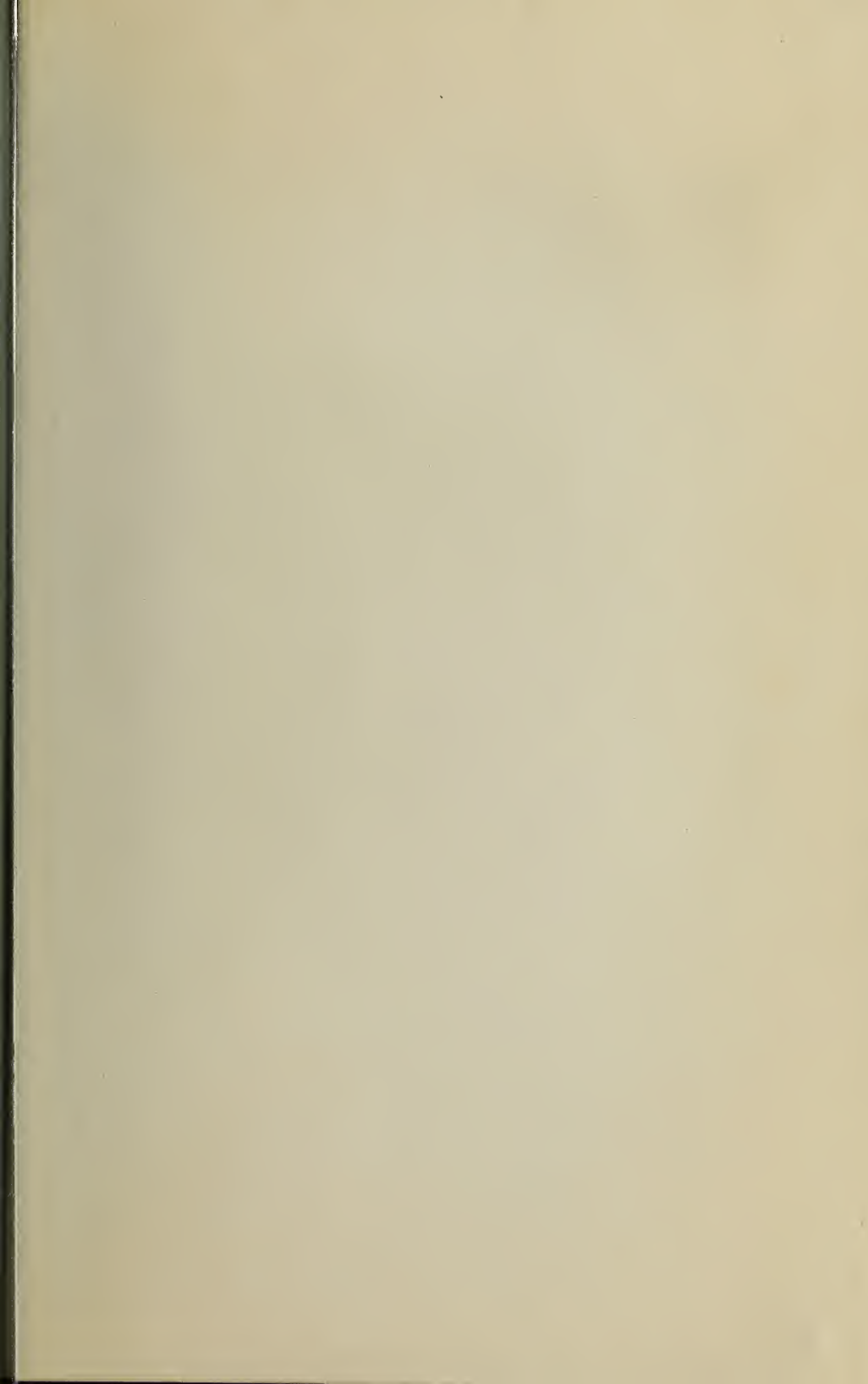
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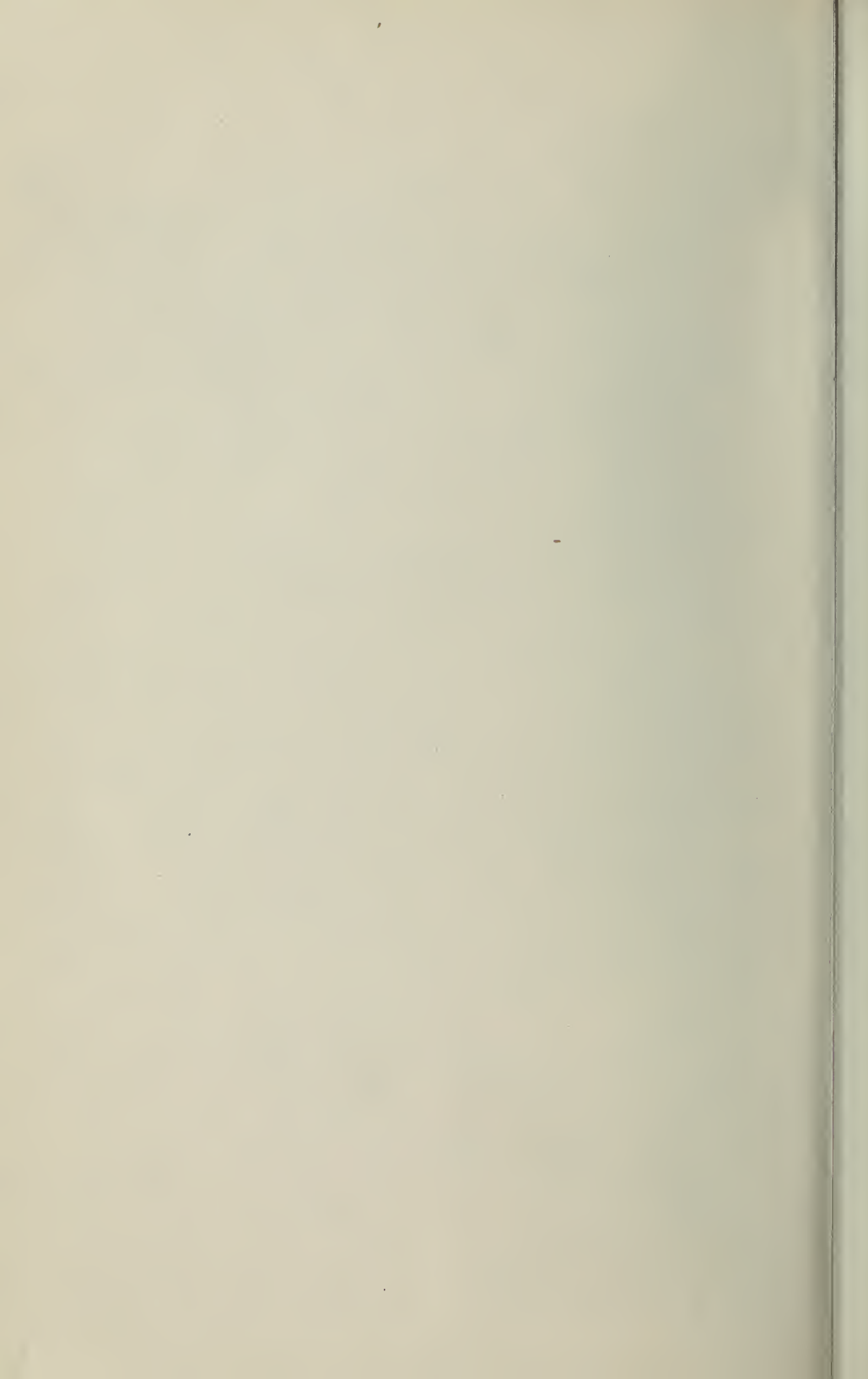
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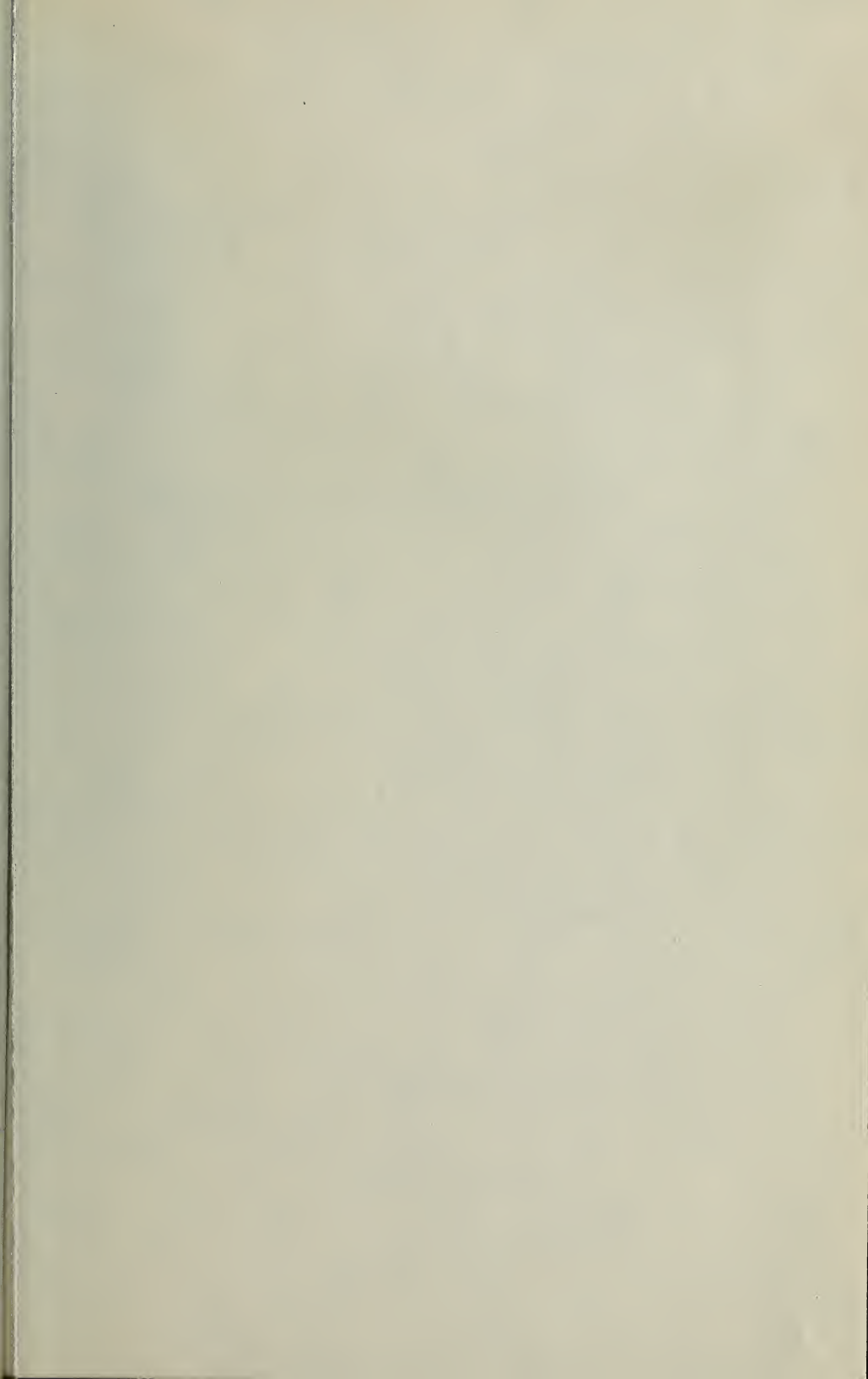




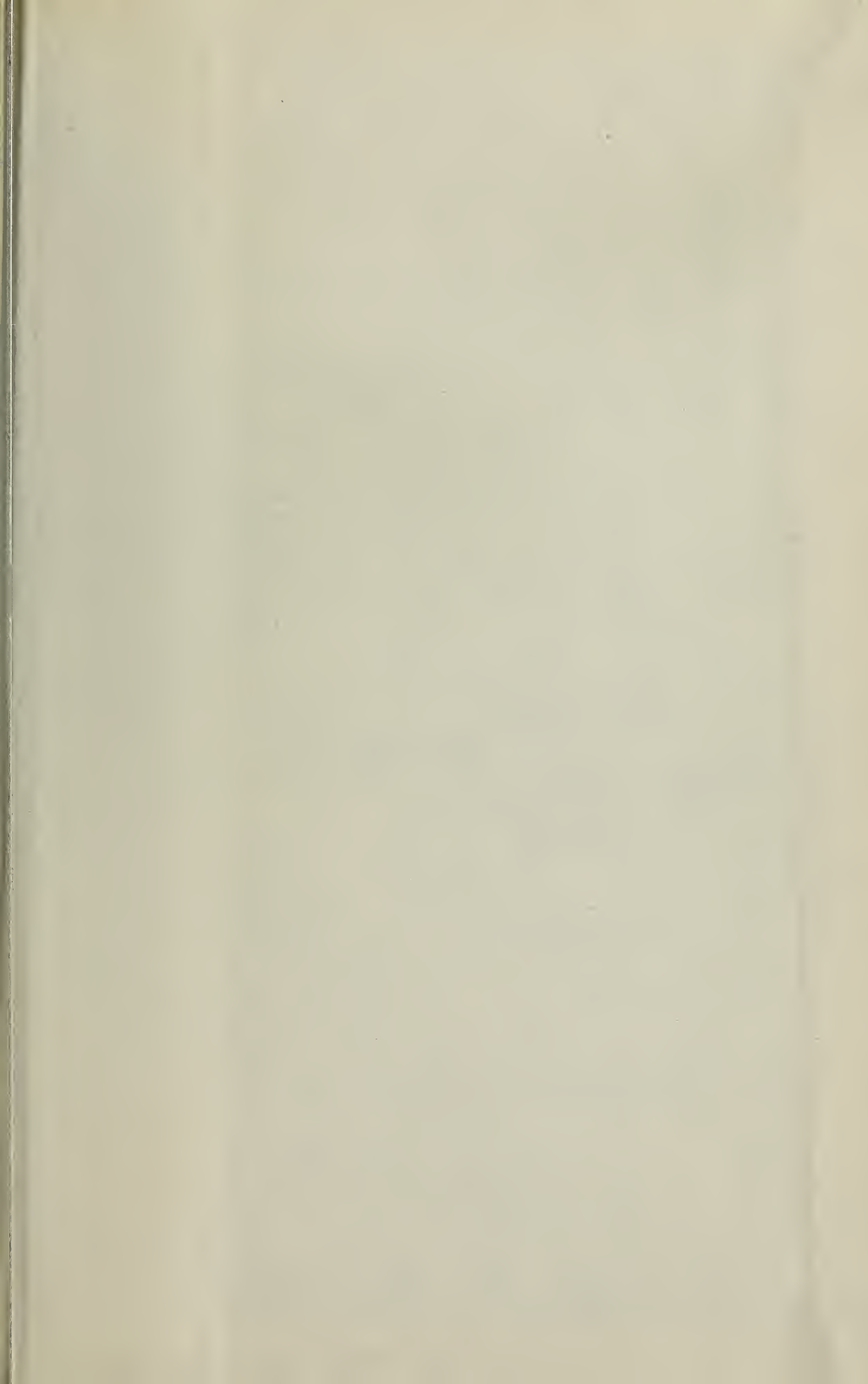












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